DOCUMENT RESUME

ED 345 298 CS 213 403

AUTHOR Kirkland, Nancy C.
TITLE British Literature: Increasing Relevancy for High School Seniors through Multicultural Augmentation.
PUB DATE 92
NOTE 103p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Class Activities; Classroom Research; Course Content; Course Descriptions; English Instruction; *English Literature; High Schools; *High School Seniors; *Literature Appreciation; *Multicultural Education; *Relevance (Education); Thematic Approach
IDENTIFIERS Contact Literature

ABSTRACT

A practicum aimed to increase the relevancy (to the ethnically diverse students of contemporary classrooms) of the regular high school senior English course in British literature and composition by expanding the curriculum to include selections from countries (other than the United States) influenced by the British Colonial Empire. Using a thematic approach, works were selected to include writers representative of African, Asian, and Hispanic cultures. These additions were enmeshed into the regular canon of British authors. Learning styles and cooperative learning strategies were employed to promote cooperation and understanding within the classroom. The writing component was designed to foster self-exploration through interaction with the literature at a more personal level by means of personal essay, journal, letter, and portfolio writing. Group editing and sharing were encouraged. While the formal implementation period covered only a three-month period, the expanded syllabus covered the year-long course. The practicum outcome was positive, with results of a pre- and post-survey of students showing that each of the four ethnic groups (Asian, Hispanic, Black, and White) gained dramatically in strength of identity with major characters in the expanded British literature curriculum. Results support the perceived need for educators to attend to minority students' need to encounter role models representative of their particular cultures. (Four figures and 11 tables of data are included. Thirty-five references and four appendixes--containing a questionnaire, the surveys, and the course outline--are attached.) (Author/SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED345298

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Nancy C. Kirkland
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

British Literature:
Increasing Relevancy For High School Seniors
Through Multicultural Augmentation

by

Nancy C. Kirkland

Cluster XL

A Practicum I Report
Presented to the Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University

1992

CS213403

BEST COPY AVAILABLE

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Mae V. Islar

Mae V. Islar

Principal of Buchholz High School
Title

Gainesville, Florida
Address

March 5, 1992
Date

This practicum report was submitted by Nancy C. Kirkland under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

March 29, 1992
Date of final approval of report

Wm. W. Anderson
William W. Anderson, Ed.D.,
Advisor

ACKNOWLEDGEMENTS

For their careful assistance, constant support, and faithful encouragement, the following individuals are gratefully acknowledged:

Kirk, who gave a husband's full measure of devotion, and without whose tireless commitment to excellence in word processing, unselfish sacrifice of personal and professional time, and loving care in times of stress, this project would not have been possible;

Mae Islar, under whose professional leadership this project was developed and implemented;

Faculty and staff members, who contributed their time, professional knowledge and expertise through surveys and interviews;

William Anderson, under whose professional advisement and guidance this project was nurtured and fulfilled;

Jeannie Harrell, who enhanced the learning environment with her warmth and incredible ability to create and maintain harmony;

Vianne and Alysia for the understanding and encouragement that only daughters can give;

"Pappy" and "Gran," who genetically and environmentally endowed to me all that I am;

and

"Pappy," who silently conveyed the message of high expectation in academic achievement and to whose loving memory this practicum is dedicated.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS.....ii

TABLE OF CONTENTS.....iii

LIST OF TABLES.....iv

LIST OF FIGURES.....iv

Chapter

I. INTRODUCTION.....2

Description of Work Setting and Community.....2
Writer's Work Setting and Role.....4

II. STUDY OF THE PROBLEM.....5

Problem Description.....5
Problem Documentation.....6
Causative Analysis.....12
Relationship of the Problem to the Literature....14

III. ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS....21

Goals and Expectations.....21
Expected Outcomes.....22
Measurement of Outcomes.....25

IV. SOLUTION STRATEGY.....27

Discussion and Evaluation of Solutions.....27
Description of Selected Solution.....38
Report of Action Taken.....42

V. Results, Discussion and Recommendations.....53

Results.....53
Discussion.....62
Recommendations.....69
Dissemination.....71

REFERENCES.....73

Appendices

A TEACHER/ADMINISTRATOR QUESTIONNAIRE.....80

B STUDENT SURVEY I.....83

C STUDENT SURVEY II.....88

D COURSE OUTLINE 1991-1992.....93

LIST OF TABLES

Table Page

1 Student Perceptions of Major Literary Characters.....9

2 Ten Strongest Ethnic Male Identities.....10

3 Ten Strongest Ethnic Female Identities.....11

4 Ten Weakest Ethnic Male Identities.....11

5 Ten Weakest Ethnic Female Identities.....12

6 Student Perceptions of Major Literary Characters II..55

7 Student Perceptions of Major Literary Characters Surveys I and II.....56

8 Ten Strongest Ethnic Male Identities Surveys I and II.....63

9 Ten Strongest Ethnic Female Identities Surveys I and II.....63

10 Ten Weakest Ethnic Male Identities Surveys I and II.....64

11 Ten Weakest Ethnic Female Identities Surveys I and II.....64

LIST OF FIGURES

Figure

1 Pre- and Projected Post-Survey Comparison.....24

2 Male and Female Percentage Comparison.....24

3 Comparison of Pre-, Projected Post-, and Post-Survey Results.....57

4 Comparison of Male and Female Percentages of Relevancy.58

ABSTRACT

British Literature: Increasing Relevancy for High School Seniors Through Multicultural Augmentation. Kirkland, Nancy C., 1992: Practicum I Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Multiethnic Education/Cultural Pluralism/Ethnicity/ Multicultural Training/Cooperative Learning/Learning Styles/Learning Modalities/Portfolios/Personal Narratives.

The goal of this practicum was to increase the relevancy of the regular senior English course in British literature and composition by expanding the curriculum to include selections from countries, other than the United States, influenced by the British Colonial Empire. This approach would render the curriculum more germane to the ethnic diversity of the contemporary classroom.

Using a thematic approach, works were selected to include writers representative of African, Asian, and Hispanic cultures. These additions were enmeshed into the regular canon of British authors. Learning styles and cooperative learning strategies were employed to promote cooperation and understanding within the classroom. The writing component was designed to foster self-exploration through interaction with the literature at a more personal level by means of personal essay, journal, letter, and portfolio writing. Group editing and sharing were encouraged. While the formal implementation period covered only a three-month period, the expanded syllabus covered the year-long course.

The practicum outcome was positive. Each of the four ethnic groups surveyed exceeded the projected goals. Each group gained dramatically in strength of identity with major characters in the expanded British literature curriculum. These gains strongly support the perceived requisite for educators to attend to the need for minority students to encounter role models representative of their particular cultures.

****

Permission Statement

As a student in the Ed.D. Program in Child and Youth studies, I do (✓) do not ( ) give permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

April 6, 1992 (date)

Nancy C. Kirkland (signature)

Chapter I

INTRODUCTION

Description of Work Setting and Community

The setting in which this practicum was performed is a public senior high school located in a mid-sized southern university city of approximately 200,000 people, 40,000 of whom are university students. The university community brings together a diverse group of people with a high density of intelligence, education, and relative affluence.

This particular high school serves a student population of approximately eighteen hundred, balanced racially and economically through zoning and bussing. The school population breakdown at the time of preparation of the practicum was approximately 74 percent caucasian, 23 percent Afro-American, 2 percent Asian, and 1 percent Hispanic. Built sixteen years ago in response to the need of an expanding community, the school stands as a monument to a local educator who made an international impact upon education. In deference to its high origin, the school strives to continue the tradition of excellence.

Under the guidance of a principal who is a consensus leader, the administration promotes a humanistic traditional education scenario (Groff, 1989), fostering a comfortable climate of trust and respect with as much cohesiveness as possible among a 120 member faculty. In line with the

theory of incremental change (Squires, Hewitt & Segars, 1989; Rosenbach & Taylor, 1989), the administration is gradually shifting from a traditional power structure to a decentralized management model. Teachers are gaining more voice in decision making at the school level; they are assisting with peer evaluation and staff development; and they are encouraged to plan and institute programs for enhancing school services to students.

As this high school is a state Blueprint Model school, the leaders are keenly aware of the critical posture of education in the future success of the state and nation. There is positive evidence of a curriculum restructuring to integrate academic and vocational education in preparing students for success in the information age.

To further strengthen the high school program, the business and university communities have established partnerships with the high school program. Five such partnerships were working cooperatively to expand services to students during the duration of this practicum.

The twenty-member English Language Arts department, to which the writer belongs, is keenly aware of its central mission in preparing effective communicators to take their places in an information gathering and processing society. To this end, the current high school language arts program was structured to develop self-awareness and to promote the concept of learning as a lifelong process, as it seeks to

develop the skills of effective communication through listening, conversing, writing, and speaking.

Writer's Work Setting and Role

With twenty-three years of experience, the writer teaches college preparatory English and coordinates the twelfth grade team. Other responsibilities include serving as assistant department chairperson and vice president for the district Council of Teachers of English. The specific work assignment entails teaching four sections of senior English, which is traditionally a year-long British literature and composition course. Crowded facilities necessitate a floating arrangement for most faculty members, which produces an inconvenience in sharing rooms and workspace. Approximately 100 students are randomly scheduled by the registrar into the daily English classes for a semester. Every effort is made to reschedule students for the same teacher during second semester; however, some changes are usually necessary.

The compression of the world community through technology has generated an imperative for global awareness. Gradually, the United States is becoming a mini-world with its cultural and ethnic diversity. This drastic social shift is forcing educational institutions to reevaluate and restructure their programs. This national trend is reflected in the local work setting, a microcosm of such diversity.

Chapter II

Study of the Problem

Problem Description

The problem addressed in this practicum was that the fare of literature in the twelfth grade regular English curriculum was traditional, ethno-centric, and disconnected from the cultural heritage of many students. The student population in this track was comprised of all senior students who elected not to take technical, honors, or advanced placement English. Therefore, the population spanned a wide range of abilities and interests, creating a challenging situation. Most of the students expected to attend at least community college, with many aspiring to complete a university education and enter high-level professional fields. A few expected to terminate their formal education after high school graduation.

Concern for the relevancy of the twelfth grade regular English curriculum arose when the teacher informally observed five negative trends occurring in the classroom: the number of tardies and absences increased; general participation in class through notetaking and discussion declined; the number of late assignments or failures to submit assignments increased; the tendency of students to blame their neglect of responsibility upon someone else--even the teacher--became more critical; and a sense of

urgency to be graduated and out of school appeared to be more acute than in previous years.

Having observed these tendencies among her own students, the writer became curious to know if other teachers or administrators had noticed some of the same trends in their encounters with the senior students. Several conversations with senior teachers and administrators revealed that they, too, had observed many of these behaviors to a more disturbing degree than in years past.

An examination of the textbook quickly revealed that the British literature anthology was traditional in its approach, catering principally to Anglo-Saxon interests, thus lacking ethnic relevance for students of other backgrounds. Also, the available supplementary materials revealed the same Eurocentric focus. The British literature and composition course needed to relate more specifically to the various cultural origins of students in a multiethnic classroom. Increased concern prompted the writer to formally investigate the problem of relevancy as it pertained to the twelfth grade regular English curriculum which was traditional, ethnocentric, and divorced from the cultural backgrounds of many students.

Problem Documentation

In the spring of 1991, six faculty and staff members,

who worked closely with seniors, were interviewed regarding their perceptions of the problem with the Senior English program (see Appendix A). The six people interviewed included two senior English teachers, a Media Specialist, the Principal, the Assistant Principal for Curriculum, and the District Language Arts Supervisor. All six interviewees defined the problem with the regular senior English curriculum as a lack of cultural relevance. One pinpointed the fact that the modern canon was slighted, leaving the ideas and philosophies of up-and-coming writers virtually untapped. Two professionals stressed that the materials taught were not representative of the various ethnic groups taught in the program. Two emphasized that the program was not sufficiently relevant and challenging to involve students to the extent they would want to remain in school and accept responsibility for their own learning. One faculty member cited a lack of cultural literacy among the students as a problem in the program. All these educators were attuned to the students and were sensitive to the lack of relevancy of a traditional program to the more unique and complex world of today's seniors.

To further investigate the problem, on May 20, 1991, the writer's senior students responded to a teacher-made survey instrument designed to measure the extent to which major British literary characters related to the students. The instrument entitled Influence of Ethnic Persuasion on Perceptions of British Literary Characters I asked students

to rate on a scale of one to five the strength of their identity to approximately forty main characters selected from the major British literature selections studied (see Appendix B). Results of the survey showed students with an Anglo-Saxon heritage identified more strongly with the major literary characters studied during the year than minority students, and of the minorities, the Asians identified least with the characters. Table I on page 9 summarizes the data gathered on the initial student survey. Total group percentages and percentages by sex are found in columns one through three respectively. The remaining eight columns indicate the male and female breakdowns for the four ethnic groups surveyed. In each of the columns the literary characters appear in descending order of relevancy according to student perceptions. Percentage in this context refers to the actual number of points given by the respondents to the literary characters divided by the total potential points of the literary characters in the survey. For example, each literary character had a potential of five points. This number multiplied by the total number of characters in the sample provided the total number of potential points in the survey. When this sum was multiplied by the total number in the group, the group potential was determined. When the total number of points given by the group was divided by the total potential points of the group, a percentage of relevancy was computed.

Table 1

Student Perceptions of Major Literary Characters

GROUP	MALES	FEMALES	ASIAN M	BLACK M	HISPANIC M	WHITE M	ASIAN F	BLACK F	HISPANIC F	WHITE F
Knight325	Knight196	Eppie140	Knight14	Knight 82	Ralph 13	Ralph 97	Ralph 3	Cleric 51	Eppie 9	Eppie 86
Cleric300	Ralph 179	Prirs137	Cleric11	Cleric 72	WSmith12	Knight 90	LadyMc3	Priors 49	Betsy 9	Dolly 83
B'wulf293	B'wulf174	Clric135	Piggy 10	Beowulf69	Hrthqr12	B'wulf 88	WSmth 3	Eppie 43	SMarnr 9	Priors 79
Ralph 284	Cleric164	Dolly132	Ralph 10	Wiglaf 66	Cleric10	McDuff 81	Rmdr 2	Knight 43	Knight 8	SMarnr 78
SilasM278	M'duff157	Knght129	Wiglaf 8	Cprfld 65	B'wulf10	SMarnr 77	" 2	Piggy 40	Dolly 8	Wiglaf 78
Wiglaf275	Wiflaf156	SMrnr125	Squire 8	SMarnr 61	Knight10	Cprfld 76	" 2	Dolly 39	Wiglaf 8	Macduf 77
Macduf273	Cprfld154	Wiglf119	Beowlf 7	Mcduff 61	Mcbeth10	Mcbeth 74	" 2	Betsy 39	Priors 7	Knight 76
Cprfld271	SMrner153	B'wlf119	Mcbeth 7	Mcbeth 60	Piggy 10	Wiglaf 74	" 2	Cprfld 39	Cleric 7	Cleric 75
Eppie 261	Mcbeth151	Cprfl117	Eppie 7	Ralph 59	Squire 9	Squire 73	" 2	B'Wulf 38	Agnes 7	B'wulf 73
Dolly 259	Squire149	Mcduf116	SMarnr 7	Squire 59	Mcduff 9	Cleric 72	" 2	SMarnr 36	Piggy 6	Cprfld 70
Macbth252	Banquo141	Betsy115	WSmith 7	Banquo 59	Grendl 9	Banquo 70	" 2	Macduf 33	B'wulf 6	Mcbeth 67
Piggy 247	Piggy 141	Piggy106	Cprfld 6	Piggy 53	SMarnr 8	Dolly 68	" 2	Clara 33	Cprfld 6	Ralph 66
Banquo237	Hrthqr130	Ralph105	Banquo 6	Eppie 50	Wiglaf 8	Piggy 68	" 2	Agnes 32	Dora 5	Betsy 65
Squire237	Dolly 127	Agnes105	Roger 6	Hrothqr49	Cprfld 7	WSmith 65	" 2	Nancy 32	Clara 5	WofBath64
Priors231	Eppie 121	WBath102	Prdonr 6	Dolly 49	NancyL 7	Hrthqr 63	" 2	WofBath32	LadyMc 4	Agnes 64
Hrthqr218	WSmith120	Mcbth101	Grendl 6	Prdonr 45	Roger 6	Eppie 60	" 2	Dora 32	Mcduff 4	Banquo 63
Betsy 216	Prdonr111	Clara 99	Mcduff 6	Priors 42	Betsy 6	Prdonr 55	" 2	Ralph 32	Ralph 4	LadyMac61
WSmith199	NancyL103	Banquo 96	Hrthqr 6	NancyL 42	Banquo 6	Betsy 55	" 2	Wiglaf 31	WSmith 4	Clara 59
Agnes 196	Betsy 101	LdyMc 96	NancyL 5	Grendel40	Dolly 6	LadyMc 52	" 2	Prdonr 29	WofBath4	Piggy 58
Clara 194	Roger 100	Dora 92	Agnes 5	ClaraC 40	LadyMc 6	Dora 52	" 2	LadyMc 28	Macbeth4	Hrthqr 55
NancyL191	Grndl 98	Nancy 88	Priors 5	Betsy 37	Prdonr 5	Roger 51	" 2	Hrthqr 28	NancyL 3	Squire 55
LadyMc189	Clara 95	Sqire 88	Dolly 4	Roger 37	Eppie 4	Agnes 51	" 2	Squire 28	Grendl 3	Dora 53
Pardnr188	Priors 94	Hrthqr88	Dora 4	WSmith 36	WofBath4	NancyL 49	" 2	Macbth 28	Squire 3	WSmith 53
W'Bath185	LadyMc 93	WSmith79	LadyMc 4	WofBath35	Dora 4	Clara 49	" 2	Banquo 28	Roger 3	Nancy 51
Dora 183	Dora 91	Prdonr77	WofBath4	Agnes 32	Priors 4	Grendl 43	" 2	Roger 25	Banquo 3	Grendel44
Grndel170	Agnes 91	Grndel72	Clara 3	LadyMc 31	Clara 3	Priors 43	" 2	Grendl 23	Hrthqr 3	Prdonr 44
Roger 161	WofBath83	Roger 61	Betsy 3	Dora 31	Agnes 3	WofBath41	" 2	WSmith 19	Prdonr 2	Roger 37
Ttl 6313	3473	2839	167	1325	201	1737	57	910	144	1734
# 99	55	44	3	21	4	27	2	15	2	25
Possible totals:										
13365	7425	5940	405	2835	540	3645	270	2025	270	3375
Percentages:										
47.23	46.77	47.79	41.23	46.73	37.22	47.65	21.11	44.94	53.33	51.38

Note. The 27 literary characters above are assembled in quantitative descendency of relevancy as accorded by the students surveyed.

Ttl = Total

= Number of participants

Table 2 below reveals in descending order the ten characters with whom the male students in each of the four ethnic groups surveyed identified most strongly. Table 3 on page 11 provides the same information for the females. Tables 4 and 5 on pages 11 and 12 list the characters in ascending order with whom the male and female students felt the weakest identity. In Table 5 the Asian Female column is blank because the respondents indicated weak identity to all except three characters in the survey.

Table 2

Ten Strongest Ethnic Male Identities

	Asians	Blacks	Hispanics	Whites
1.	Knight	Knight	Ralph	Ralph
2.	Cleric	Cleric	Winston Smith	Knight
3.	Piggy	Beowulf	Hrothgar	Beowulf
4.	Ralph	Wiglaf	Cleric	Macduff
5.	Wiglaf	Copperfield	Beowulf	S. Marner
6.	Squire	S. Marner	Knight	Copperfield
7.	Beowulf	Macduff	Macbeth	Macbeth
8.	Macbeth	Macbeth	Piggy	Wiglaf
9.	Eppie	Ralph	Squire	Squire
10.	S. Marner	Squire	Macduff	Cleric

Table 3

Ten Strongest Ethnic Female Identities

	Asians	Blacks	Hispanics	Whites
1.	Ralph	Cleric	Eppie	Eppie
2.	L. Macbeth	Prioress	Aunt Betsy	Dolly
3.	W. Smith	Eppie	S. Marner	Prioress
4.		Knight	Knight	S. Marner
5.		Piggy	Dolly	Wiglaf
6.		Dolly	Wiglaf	Macduff
7.		Aunt Betsy	Prioress	Knight
8.		Copperfield	Cleric	Cleric
9.		Beowulf	Agnes	Beowulf
10.		S. Marner	Piggy	Copperfield

Table 4

Ten Weakest Ethnic Male Identities

	Asians	Blacks	Hispanics	Whites
1.	Aunt Betsy	Dora	Agnes	Wife of Bath
2.	Clara	L. Macbeth	Clara	Prioress
3.	Wife of Bath	Agnes	Prioress	Grendel
4.	L. Macbeth	Wife of Bath	Dora	Clara
5.	Dora	W. Smith	W. of Bath	Nancy L.
6.	Dolly	Roger	Eppie	Agnes
7.	Prioress	Aunt Betsy	Pardoner	Roger
8.	Agnes	Clara	L. Macbeth	Dora
9.	Nancy L.	Grendel	Dolly	L. Macbeth
10.	Hrothgar	Nancy L.	Banquo	Aunt Betsy

Table 5

Ten Weakest Ethnic Female Identities

	Asians	Blacks	Hispanics	Whites
1.		W. Smith	Pardoner	Roger
2.		Grendel	Hrothgar	Pardoner
3.		Roger	Banquo	Grendel
4.		Banquo	Roger	Nancy L.
5.		Macbeth	Squire	W. Smith
6.		Squire	Grendel	Dora
7.		Hrothgar	Nancy L.	Squire
8.		L. Macbeth	Macbeth	Hrothgar
9.		Pardoner	W. of Bath	Piggy
10.		Wiglaf	W. Smith	Clara

Causative Analysis

Interviews, textbook examinations, a careful look at teacher loads and in-service programs, and a look at the changing school population highlighted eight possible causes for the problem of irrelevance of the regular senior English curriculum. Shifting demographics were changing the demands on the curriculum. Existing classroom populations reflected a multiethnic grouping truly representative of American society, and vastly different from the segregated population prior to enactment of the Civil Rights Act of 1965. Closely related to this idea was the failure of the integration process in the United States to produce an American culture

universally appealing to all ethnic populations. This failure perpetuated division and competition rather than fostered cooperation in the pursuit of common goals.

Another cause for the relevancy problem was society's failure to sufficiently value education; therefore, students were less intrinsically motivated to take their education seriously, especially when sufficient home encouragement and support were lacking. Student motivation was further betrayed by the textbooks, which typically presented the traditional major English, Irish, and Scottish authors with little regard for cultural diversity within these countries. Students who were already plagued with a low motivation problem were not likely to be enthralled by stories, ideas, and characters with which they had practically no common cultural identity.

The problem was further exacerbated by professionals who were not as attuned to the importance of cultural diversity as perhaps they should have been. Colleges and Universities were not preparing new teachers for the real world of teaching. Closely aligned to this problem was the failure of in-service teacher education programs to address the critical issues of cultural diversity and the deficit of pertinent English curriculum materials. However, if these problems had been solved, teacher loads and responsibilities were such that little time existed for staying current with the literature, and the necessary materials were difficult to obtain. Finally, the problem was caused, in part, by the

human's general reluctance to change. The "comfort zone" was too attractive and difficult to escape.

Relationship of the Problem to the Literature

Some of the underlying causes for the lack of relevancy in the regular British literature curriculum are documented in the literature.

Cushner (1990) emphasizes that certainly the number of diverse individuals who will be interacting in society and in the classroom will increase as a result of shifting demographics. This suggests that teachers will have to be prepared to deliver effective instruction that considers various backgrounds, diverse learning styles, different value orientations, and dissimilar patterns of interaction. In so doing students will be better prepared to live and succeed in a world where they will interact with people who think differently, behave differently, and have a different vision of the future. Cushner points out that while in most schools the social studies department has accepted the bulk of responsibility for global concerns, the multicultural emphasis must permeate all disciplines including English language arts if multiculturalism is to be properly and effectively addressed, and if curricula are to be relevant to students.

Cushner discusses two other points that address the causes for this incongruity of British literature: teachers are unprepared for the challenge, and people and

institutions are, by nature, slow to change. The majority of teachers are white, middle-class Americans who have very limited cross-cultural experiences or international competence. Additionally, "human beings are creatures of habit who find it difficult to change, whether as individuals, institutions, communities, nations, or on a global scale" (p. 168).

Haberman (1988) offers three levels at which individuals must be educated in order for education to be preparation for life. Level I is the identity level at which one is focused on his individuality and sense of self-worth; Level II is the security or survival level at which the individual identifies with a subgroup or subculture; and Level III is the power level at which one functions as a participant in the general American society. Haberman suggests that a healthy society provides its constituents a balance between group and individual needs. The individual needs affirmation in order to be a productive group participant. The problem in schools relates to Haberman's Level III where individuals are asked to function in the larger group. Too often the material taught has little or no connection with the subgroup to which the individual belongs. Instead of being encouraged as a knowledgeable and contributing group member, s/he begins to feel isolated and inadequate.

McCarthy (1990) contends that the school curriculum is predominately Eurocentric in focus, which tends to

marginalize the increasing number of African-American, Asian, and Latino students in the classroom. This focus tends to make the school a hostile institution which fails to meet their needs. McCarthy lays serious blame for the problem of Eurocentricity upon textbook publishers. In their efforts to avoid offending state adoption committees, publishers have continued to offer bland, nonconflictual texts that further marginalize minority students. Other foundations for the Eurocentric focus in school curricula, according to McCarthy, are teacher centered. He explains that teachers have little time to meet and plan and stay abreast of current trends, and collaboration is not encouraged or materially funded. Further, teachers are not being properly prepared for the real world of teaching at the universities and colleges. Finally, teachers are typically excluded from curriculum reform and school reorganization, limiting their feeling of ownership in the program they are employed to promote.

Tiedt and Tiedt (1990) assert that the diverse roots of the present American population, as well as differences based on age, sex, beliefs, interests, and individuality, evidence a cry for knowledge of and respect for the diversity through education at home, in school, and in the community. Educators are urged to assume their responsibility in leading the nation toward a more humane approach to education that can lead ultimately to a truly democratic society.

Gay (1989) addresses the problem of inequality in student-teacher interaction in instructional situations. Gay says that equality in education is more than access by Blacks, Hispanics, Asians, and Indians to the same schools and instructional programs as middle-class Anglo students. The quality of student-teacher interaction in instructional situations must be equal. Unless this equality exists, maximum development of the personal talents of all students cannot be achieved.

Bennet (1990) adamantly states: "The traditional curriculum in most schools in the United States is a classic example of institutional and cultural racism" (p.71). Schools foster beliefs in white supremacy. School texts and educational media present negative myths and stereotypes about most ethnic minorities, overlooking important contributions by minority groups. They present distorted views of past and current history that reinforce the doctrine of white supremacy. Equalizing learning opportunities for students is more difficult to achieve when schools remain monocultural in a polycultural society.

Chavkin (1990) claims that Hispanics, Native Americans, and African Americans are more likely to be undereducated than whites, and Hispanic youth are more than twice as likely to be undereducated than all groups combined. Chavkin warns that a poorly educated minority population will have catastrophic consequences for the entire country. The perplexing disparities in the educational achievements

of minorities will result in a compromised standard of living for minorities and the majority alike. According to Chavkin, the chief reason for the lag in educational achievement for minorities is educational neglect.

Haberman and Post (1990) present astounding statistics showing that minorities will be the majority population in many school districts in the United States by the year 2010. Of the 62,644,000 school age children, over 38 percent will be minorities. More than half of these will live in only nine states, creating a majority population of minorities in such states as California, Arizona, Texas, New Mexico, and Florida. Haberman and Post concur with Chavkin that all Americans will experience a diminished life style if these minority students do not succeed. Haberman and Post also lay blame for the perpetuation of the relevancy problem on the colleges and universities that are not preparing new teachers to meet the challenge of contemporary classrooms either through their course work or through their field preparation components.

Crichlow, Goodwin, Shakes, and Swartz (1990) address the problem of curriculum content as a symbolic portrayal of society. These writers contend that the content of knowledge typically imparted to students through textbooks is Eurocentric, and that such a "monovocal curriculum is one of the last institutional terrains of white, patriarchal, ruling-class hegemony" (p. 102). Crichlow, Goodwin, Shakes, and Swartz (1990) further assert the following:

> ...that the omission and misrepresentation of the ancient African, American, and Asian roots of religion, science, mathematics, art, literature, music, philosophy, and the sociopolitical organization of society, deny the longevity and inherence of these cultures in the production of knowledge. (p. 103)

Nel (1991) says problems in the public schools such as drug addiction, sexual promiscuity, and violence, are inherent to a pluralistic society. The problems, exacerbated by a lack of understanding and caring, lead to stereotyping, discrimination, and racial intolerance. Such problems, naturally, have "a direct result on the learning process and on students' self esteem" (p. 466). This condition is no doubt aggravated in any grouping of ethnic or cultural characteristics if there is a sense of victimization by or feeling of isolation from full benefits enjoyed by a more dominant grouping.

Sasse (1988) speaks to the difficulty of finding materials to include ethnic diversity in the English classroom. According to Sasse, such materials are in short supply, out of print, or excluded from texts and anthologies.

The literature repeatedly points up the critical need for school curricula to reflect acknowledgement of and respect for the multicultural diversity within contemporary classrooms. The future success of all individuals and of the American society relies on the extent to which the

disparity between the curriculum and student needs is overcome by educators. Restructuring of curriculum to insure relevancy of materials studied to student backgrounds is featured in the literature as an imperative for success in educating today's youth. The thrust of this practicum was to allay this disparity in the writer's work setting.

Chapter III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENT

Goals and Expectations

The overall goal of this practicum was to increase the relevancy of the regular senior English course in British literature and composition by expanding the curriculum, heretofore limited to works of the British Isles, to include selections from countries, other than the United States, influenced by the British Empire in order that the curriculum be more germane to the ethnic diversity of the contemporary classroom.

Several other related general goals were also anticipated. To increase the possibilities for students to experience a close relationship with characters in works studied, a few literary works were selected for inclusion in the syllabus which may not claim a direct line to British literature, but which are appropriate from a thematic stance for discussion and comparison of ideas and philosophies represented in the ethnic composition of the classroom. Another general goal was to increase equity for Asian,

Black, and Hispanic students in finding identity with the literature and related activities without limiting the opportunities of others in the mainstream (Banks, 1989b). It was hoped that, through varied activities and cooperative learning techniques, an appreciation for the various cultures represented in the classroom would be promoted. Another general goal was to introduce students to strategies for participation in local affairs that relate to the national or international scene. Finally, the writer anticipated that the students would exhibit a general increase in enthusiasm for British literature and composition observable through their attendance and participation.

Expected Outcomes

The following specific objectives or outcomes were projected for this practicum:

1. Asian students will indicate an increase in their relationship to major characters in the British literature curriculum from 32 percent to 37 percent relevancy as measured by a teacher-made instrument for determining influence of ethnic persuasion on perceptions of British literary characters.

2. Black students will indicate an increase in their relationship to major characters in British literature curriculum from 46 percent to 48 percent as measured by the teacher-made instrument.

3. Hispanic students will indicate an increase in their relationship to major characters in British literature curriculum from 39 percent to 44 percent as measured by the teacher-made instrument.

4. White students will maintain their present relationship to major characters in the British literature curriculum at a 48 percent relevancy. An even more desirable goal would be for these students also to experience an increase in their relationship to major characters studied in the multicultural approach. However, the specific goal will be for them to maintain their present degree of relevancy.

The following figures indicate the pre- and projected post-survey results for the four ethnic groups surveyed. Figure 1 on page 24 illustrates a comparison of pre- and projected post-survey results. The percentages of relevancy of major characters in a traditional British literature curriculum are juxtaposed with the anticipated percentages of relevancy of major characters in an expanded multicultural British literature curriculum.

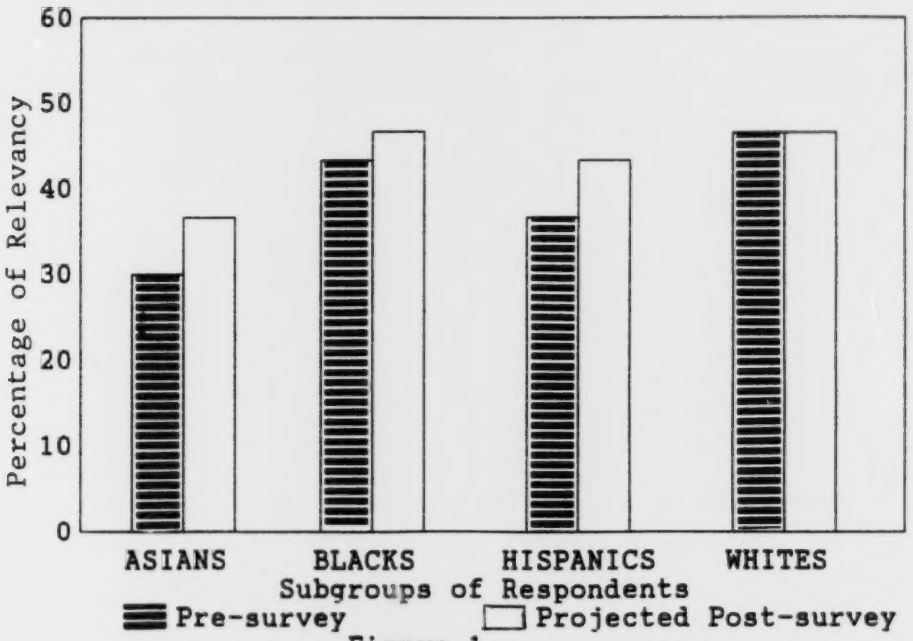

Figure 1
Comparison of Pre- and Projected Post-Survey Results

Figure 2 shows the comparison between the male and female results for the various ethnic groups in survey I.

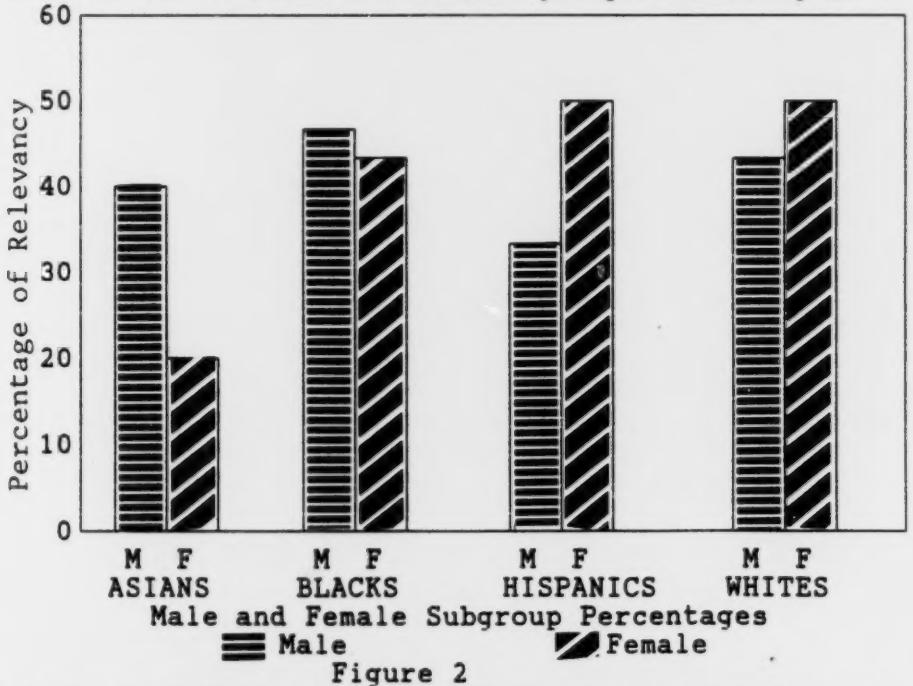

Figure 2
Comparison of Male and Female Percentages of Relevancy

Measurement of Outcomes

The four specific objectives were measured by a teacher-made instrument entitled Influence of Ethnic Persuasion on Perceptions of British Literary Characters II (see Appendix C). A teacher-made measure was selected as no existing measure was appropriate to determine the relevance of specific literary characters to individuals representing various ethnic backgrounds. Survey II followed the same format as the initial teacher-made survey instrument entitled Influence of Ethnic Persuasion on Perceptions of British Literary Characters I (see Appendix B). Approximately forty primary characters were selected from major literary works studied in the expanded multicultural British literature curriculum during the first semester of the 1991-92 school term. This time frame included the implementation period for this practicum. Each student was asked to circle a number from one to five which most closely described the strength of his/her feeling of identity with each of the forty characters. One indicated no feeling of identity with a given character, and five denoted a close sense of identity with the character. Two, three, and four suggested varying degrees of identity on the continuum from one to five. The instrument required approximately 30 minutes for completion and was administered to the 97

students that comprised the population of the writer's four sections of regular senior English, a study of British literature and composition.

Scores on the two student surveys were used to conduct a comparative analysis to determine the differences between the degree of perceived relevancy with literary characters in the traditional curriculum as measured by Survey I and the degree of perceived relevancy with literary characters in the expanded multicultural curriculum as measured by Survey II.

Chapter IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problem under investigation in this practicum was that the fare of literature examined in the twelfth grade regular English curriculum was traditional, ethnocentric and disconnected from the cultural heritage of many students. The British literature anthology is traditional in its approach, catering principally to Anglo-Saxon interests, thus lacking relevance for students of other backgrounds. Other supplementary materials were, likewise, Eurocentric in approach with diminished relevance to students in a multiethnic classroom.

The literature reviewed discussed a variety of approaches that could be successfully applied in resolving or diffusing the problem of relevancy characterizing the British literature curriculum for minority students in a multicultural classroom setting.

Cushner (1990) suggests internationalizing the disciplines by incorporating key elements of a global

perspective into courses already being taught in every subject area. Cushner specifically recommends the inclusion of non-American and non-British writers in literature courses. Cushner cautions that a global perspective for a course should not be viewed simply as an add-on to an already existing crowded curriculum. The international perspective needs to be integrated into the curriculum by incorporating key elements of a global approach into both the subject matter and the instructional methods and activities. Internationalizing techniques suggested by Cushner include inviting international guests into the classroom, employing school partnership programs with businesses and universities, using cooperative learning techniques, and presenting a cross-cultural perspective in class discussions.

C. McCarthy (1990) discusses several facets to the solution of the problem of curriculum relevancy in a multiethnic class. First, McCarthy adamantly affirms the need for colleges and universities to incorporate multicultural objectives into their teacher education programs. This multicultural flavor needs to permeate both the classroom educational curricula and the field education experiences. McCarthy further advises that teachers must be centrally involved in the reworking of the curriculum and the reorganization of the school in order to feel ownership in the curriculum change. The teachers will be more likely to cooperate in a successful attitude if they feel they are

a part of the restructuring. In order for the restructuring to be successful, McCarthy also recommends the revision of the K-12 exam system to reflect an emphasis on multiculturalism. This procedure would serve to more nearly equalize the testing for all students. Finally, McCarthy advocates the need to change the content of textbooks to achieve genuine multicultural education for all students. Current texts tend to present information in a way that suppresses minority identities and perpetuates inequalities typical in society. According to McCarthy, discipline-based textbooks for courses such as history, social studies, and literature simply superimpose a few minority facts upon an existing content with little or no restructuring of basic school knowledge to include a minority point of view. McCarthy advocates a need to involve minority and Third World scholars and teachers in every phase of textbook production.

According to Grant and Sleeter (1989), democracy must be practiced in the classroom in order for students to learn how to gain and use power properly. Students must have the opportunity to participate in planning their educational experiences. In this type of learning environment, the teacher functions as a guide or facilitator as students learn to develop skills of leadership and decision-making.

Banks (1989a) enumerates several possible solutions to the problem. He supports efforts to get parents, especially minority parents, involved as partners in their children's

education. He reminds educators that minority parents are interested in their children's academic success even though the parents may feel an alienation from the school. They can be persuaded to join in partnership for their student's success. Banks also recommends the use of cooperative learning techniques and group work to promote better race relations in the classroom. Banks asserts that research supports the use of racially integrated groups to promote cross-cultural friendships and to improve race relations in the school environment. Finally, Banks commands educators to view minority students as winners, for teacher expectations are important to student success in school.

Chavkin (1990) uses results of the Quality Education for Minorities Project (QEM) to support her assertion that the educational system will be better for everyone if the nation focuses on improving education for minority students and their families. The QEM Project expects families, regardless of ethnic background or income, to help foster a love for learning in their children. The school, because of its close relationship to the children and its easy access by parents, can be a broker and advocate for services and funds that help families. No single agency can minister to all the needs of children and their families. Collaborative efforts between social services and the school must be an integral part of the education task. Chavkin points out that the QEM Project strategies support the use of the school as a community resource center, the implementation of

teacher training in multicultural education, the employment of cooperative learning strategies in the classroom, and the elimination of tracking so that students of varying abilities can work together. Chavkin concludes from her study of the QEM Project that improvement of education for everyone will more likely occur by improving education for minorities rather than from the usual trickle-down effect that expects education for minorities to improve when education for the mainstream is improved.

Nelms (1988) addresses the potential of literature for triggering significant meaning, not meaning that lies sealed within the text, but meaning which lies sealed within each student. Nelms suggests letting the lesson go in the direction of student response as an avenue to lead into a deeper discussion of the work. When students begin to question, the lesson begins to take shape. The student does more than absorb meaning from a text or from the teacher's explanation; s/he helps make meaning.

Sasse (1988) offers several points for helping to solve or ameliorate the problem with the literature curriculum. Sasse states that the National Council of Teachers of English (NCTE) urged textbook companies to consider "fair and balanced (reflecting diversity of style, subject matter and social and cultural views) inclusion of the works of non-white minority group members" in texts and "editorial and critical commentary that did not ignore the role played by nonwhite minority writers in the continuing literary

development" (p. 186). Sasse also states that, according to the NCTE guidelines, English language arts teachers need to know a great body of literature by people of many racial and ethnic groups and by authors from various cultures. Sasse suggests than an appropriate place for teachers to begin their preparation to teach from a multicultural stance is to get in touch with their own and their students' ethnicity. Sasse also asserts that teachers must be skilled at employing a variety of effective instructional strategies appropriate to diverse cultural groups and acknowledging individual learning styles. In this way teachers can use the English language arts curriculum for enhancing student awareness of and appreciation for diverse people and cultures. Finally, Sasse advocates a school environment that is as democratic and process-oriented as possible, employing role-playing, simulated games, student-led discussions, small group activities, and group projects.

Tway and White (1988) affirm that one way of understanding a country and its people is through their literature which embodies customs, attitudes, beliefs, and behaviors and allows the reader to step for a moment into another place or time or even into another person. When a teacher commits to teaching from a global perspective, international books become an important element of the curriculum. Unfortunately, few international books are available in the United States. Tway and White contend that publishers need to be prompted to import and distribute more

translated books; librarians need to be encouraged to purchase more international volumes; and sources for reviews of foreign published books need to be expanded. The use of international literature can help relieve the insularity of the United States and the attitude of self-sufficiency that has hampered a national global perspective and an appreciation for ethnic diversity within society.

Mahan and Rains (1990) argue that before students can develop cultural awareness, educators must first cultivate their own cultural conscience. They describe a critical immersion field practicum offered by Indiana University to broaden understanding of native Americans and Mexican Americans, which was ranked as the most effective of eight instructional approaches to educating faculty members for multiculturalism. Teachers spend six to eight weeks working in educational, recreational, governmental, health, or social programs directed on an American Indian reservation. After completing the cultural immersion practicum, forty-five teachers responded to a survey in which they ranked eight different approaches to learning about native Americans and Mexican Americans on a scale of one to eight with one being assigned to the most effective approach. "Completion of an 'immersion' field practicum--live and work in the cultural community" (p. 403), was ranked number one by forty-four of the forty-five respondents. Two other approaches regarded as highly effective were "attendance at workshops/lectures/classes conducted by native American and

Mexican American instructors" (p. 403) and "Viewing culturally oriented films and A-V products depicting members of cultural groups" (p. 403). The data shows that effective approaches to learning involve some form of personal contact with the ethnic people. New friendships and insights are gained that exert a positive impact upon a teacher's classroom. Courses in anthropology and/or sociology, while they are frequently used to facilitate learning about ethnic cultures, received a mean rank of only 5.93 from the respondents. This data confirms the use of personal contact with ethnic people as the single most effective means for generating cultural awareness in teachers, which is a prerequisite to their being successful in developing cultural literacy with their students.

Stelk (1991) affirms that "literature is an ideal tool for enriching language and growing into a culture" (p. 13). She submits that teaching a culture through reading a novel is much more successful than an "encyclopedic" (p. 14) style of informational reading on a culture. Stelk also underscores the value of sharing folk tales as a segment of a culture component. Folk tales often embody such features as history, geography, and humor as they relate the stories and characters.

Nel (1990) advocates a return to the old-fashion concept of teaching as a moral endeavor. Nel argues that moral training in schools will help solve most of the problems embedded in a multiethnic society. Nel supports

her argument by saying that increasing numbers of people are urging public schools to play a more active part in the moral development of the nation's children, especially now that the United States is becoming more diversely ethnic. Teaching morality, says Nel, involves teaching respect for the rights and needs of others, and their worthiness as humans, as well as being sensitive to the feelings and thinking of others. Nel concludes her argument by emphasizing that moral training and character development can be of significant help in deleting "attitudes and habits of the mind that undergird discrimination, prejudice and racial intolerance" (p. 469) from the public schools.

Haberman and Post (1990) discuss a significant point regarding the proper preparation of teachers for meeting the demands of the multicultural classroom. These writers spotlight the premier role of cooperating teachers in influencing the attitudes and behaviors of student teachers. Their study of the goals of multicultural education as perceived by cooperating teachers indicated that most cooperating teachers have only a vague idea of the concept of multiculturalism, and student teachers coming out of the universities are more focused on the individual, psychology, and classroom discipline than on group dynamics and group process. Haberman and Post suggest that this lack of awareness of group dynamics and development may cause student teachers and cooperating teachers to undervalue the importance of cultural differences within the classroom

group. Cooperating teachers need to be carefully selected and prepared for the challenge of helping prepare the future teachers.

Computer technology has demanded a major role in education and prints its mark on the English curriculum according to Heebner (1989). Word processing packages help students prepare papers, check vocabulary choices, and correct spelling. Cooperative learning is also very effective in the computer classroom, as students work together, not only on the composition itself, but also on the operation of the computer. Computers with large screen monitors are being used to demonstrate composing techniques. Similarly revision strategies can be displayed. Revisions become a more attractive step in the writing process when it is simplified by the computer. The teacher in such a setting becomes a facilitator, working with individual students on individual problems, rather than a front stage center performer. These technological trends, says Heebner, promise to produce students who are discoverers becoming aware of the joy of learning as a life-time pursuit.

Kirby and Liner (1987) stress the importance of shifting the emphasis in teaching literature from the text to the reader. According to these authors, one acquires a better understanding of self and others through the experience of literature. Writing and literature become partners in helping students to turn themselves inside-out for self-discovery. Instead of assigning explications and

essays about literature or literary criticism, teachers are urged to concentrate more on personal and creative responses to literary works. The students learn to experience the literature through writing as well as through reading.

Slavin (1991) writes that cooperative learning strategies precipitate improvements in student achievement and in interpersonal relationships. According to Slavin, cooperative learning environments promote discussion, debate, and disagreement which result in students teaching each other. Cooperative learning, says Slavin, has been favored as the solution to several of education's problems: as a means for teaching critical thinking skills; as an alternative for tracking; as an avenue for improved race relations; and as a start in grooming students for success in an increasingly collaborative workplace. Slavin's findings, based on a synthesis of research from 67 studies, support the effectiveness of cooperative learning classes over control classes. The research indicates that two elements are essential to success in cooperative learning: group goals and individual accountability. These elements support the importance of each group member and promote individual achievement. Closely allied with these findings is the research conclusion that people who cooperate learn to like one another.

Slavin (1991) discusses several student team learning methods developed through research. Of particular interest is the explanation of a cooperative learning method called

Jigsaw, originally developed by Elliot Aronson. In this particular plan students are placed in six-member teams to work on learning material that has been divided into sections and assigned to the team members. Each member studies his/her section, then joins an "expert group" composed of students from other groups who studied the same section. These students discuss their section and return to their original team to teach the section to the group. Each team member, in turn, teachers the team. Motivation is high, as listening while team mates teach is the only way to learn other sections of material. Slavin modified the Jigsaw approach and named it Jigsaw II. In this plan, students are grouped in fours. All students read a work or an assignment. Then each team member is assigned a particular section or topic on which to become an expert. Each member meets in an expert group with other students who have the same topic. Again, each "expert" returns to his/her original team to teach the topic. These Jigsaw methods are especially adaptable to social studies or literature classes where text material serves a key role.

Description of Selected Solution

On the authority of the preceding bibliographic research, the writer was convinced that expanding the British literature curriculum was the most appropriate approach to solving the problem of relevancy in the

traditional British literature curriculum for minority students in a mid-sized district high school senior English classroom. Appropriate materials were researched and the traditional British literature fare was completely revamped to incorporate selections typifying the heritages of the four major ethnic groups: Asians, Blacks, Hispanics, and Whites. Materials selected represented writers from countries, other than the United States, which had influenced or had been influenced by the British Empire, along with a few works which were appropriate from a thematic stance for discussion and comparison of ideas and philosophies represented in the ethnic composition of the classroom (see Appendix D). This internationalizing of the discipline through the incorporation of key elements of a global perspective into an existing course was in line with Cushner's (1990) recommendation and with the beliefs of Tway and White (1988).

To enhance the effectiveness of the literature, the traditional teacher-centered classroom organization with the teacher as the dispenser of knowledge and the student as the receiver was abandoned in favor of a more democratic and collaborative approach in which both student and teacher became both teacher and learner. A variety of instructional strategies appropriate for diverse cultural groups and considering individual learning styles (B. McCarthy, 1990) was employed, including role-playing, simulated games or activities, and group projects as suggested by Sasse (1988).

In line with Bank's (1989a) and Slavin's (1991) advocacy, cooperative learning techniques were employed to promote better race relations within the classroom and to afford an opportunity for students to assist each other in the learning process. Finally, as proposed by Tiedt and Tiedt (1990), questioning and hands-on activities were employed that involved students in thinking about real issues that affected their daily lives.

The writing component of the curriculum was designed to reinforce the literature study. The traditional highly structured writing program, focusing extensively on the five- paragraph essay yielded significantly to a writing program that permitted the students to interact with the literature at a more personal level. Writing and literature functioned as partners in helping students turn themselves inside-out for self-discovery (Kirby & Liner, 1987). Students kept a journal which focused in part on their cultural heritage and family stories (Spillman, 1991) and which related their interactions with the literature of various cultures under study, as well as personal observations and ideas (Baldwin, 1987; Sullivan, 1989). Students used writing portfolios designed to make writing assignments more individualistic and to provide another dimension to the evaluation process (Herter, 1991). To encourage excellence and originality in composition, students who wrote outstanding passages in their assignments were invited to publish the passages in the teacher's Gold

Book, which was placed on the teacher's desk for easy access (Erickson, 1990). The minimum number of writing assignments expected to be completed was the equivalent of one per week as required by the district Writing Enhancement Program.

The expanded literature curriculum was further bolstered by student participation in projects that involved them locally in the international scene (Sasse, 1988). The students corresponded with students in the sister cities of Novorossiisk, Russia; Tegucigalpa, Honduras; and Matagalpas, Nicaragua. Guest speakers representing various cultures were arranged through the county volunteer bank to participate on panels discussing ethnic and cultural characteristics, favorite writers, and typical foods and costumes. Finally, students helped plan a multicultural folk tale festival (Stelk, 1991) to be held in the media center in the spring.

The senior research project will be the culminating senior activity for the school year and will take place during the post-implementation period. Students will select a topic related to their own personal heritage and culture or to a different culture that is of particular interest to them. They will then conduct an in-depth research study of their topic, the result of which will be presented in the form of a documented research paper, an oral report before the class, and a visual or audio-visual project relevant to the research.

These solution strategies were viewed as appropriate

and potentially effective techniques for solving or ameliorating the problem of relevancy with much of the literature taught in the regular British literature curriculum. The rationale for the solution selected was that when literary works were taught that mirrored direct relevancy to the diverse cultural backgrounds of the student population, students should experience a stronger identity with the major characters involved, thereby rendering the course more directly relevant to their personal lives. As a result, British literature should be more palatable, class attendance more pleasant and academic success more likely. Results of the post-survey strongly suggested the veracity of this approach. Through the incorporation of a more global canon, cooperative learning groups, a personal approach to writing, and real-life related projects, British literature appears to have impacted the lives of these seniors in a positive and memorable manner.

Report of Action Taken

Several preliminary steps were accomplished with the group prior to the official implementation period. The keynote for the course was established, using the overall theme of Community; and the Self as a unifying focus in all discussions of Community was introduced. Students received a course syllabus, followed by a discussion of the course and the expanded multicultural perspective. The teacher compiled student profiles to provide pertinent background

information, as well as to document learning and hemisphericity preferences, using appropriate extractions from the learning styles literature (B. McCarthy, 1990; Torrance, Reynolds, Riegel, & Ball, 1977). Students established writing enhancement folders, writing portfolios, and journals, and discussed and practiced procedural information for handling these phases of the writing component. Additionally, students were introduced to the collaborative learning strategies that were employed in the small groups and partnerships that functioned on a nine-week basis. This plan permitted ample time for students to get acquainted and learn how to work cooperatively. At the same time, it allowed students an opportunity to get to know and work closely with most of their classroom peers. Finally, students were issued their first outside reading novel (Stelk, 1991) to read in preparation for group and partnership discussions.

The timeline for formal implementation of the expanded British literature curriculum extended for twelve weeks beginning September 30, 1991, and concluding on December 20, 1991. The following summary outlines the action taken during implementation to accomplish the goals and objectives of the practicum:

Month I

Week I

The teacher reminded students that formal implementation of the multicultural curriculum was in

progress and briefly discussed the unifying theme of Community. Then the specific theme for the first implementation unit, the Community of Values, was introduced and discussed, followed by an overview of materials and activities to be included.

The first major literary work studied was William Shakespeare's play Macbeth. Students received background information for the Renaissance Period in British literature through the text and supplementary materials. Shakespeare's life and theater were explored using the text, appropriate filmstrips, and supplementary material.

The play Macbeth was introduced and students chose parts in selected scenes to prepare for reader's theater presentations later in the study. Reading of the play began using a variety of reading methods, including tapes and assigned parts. As the reading progressed, groundwork was laid for putting Macbeth and Lady Macbeth on trial at the end of the reading, using a form suggested by McKenna (1990). The reading of Acts I and II were completed. Scenes assigned for Reader's Theater are as follows: Act II, Sc. i; Act III, Sc. iv; Act IV, Sc. i; Act V, Sc. i, v and viii. These scenes were assigned to be prepared for presentation at the appropriate points in the play.

Week II

The theme on values continued with the reading and discussion of acts III, IV, and V. Reader's Theater scenes were presented in sequence at the appropriate instances.

As the students became more comfortable with the language of Shakespeare, they were assigned brief outside reading assignments to complete for class discussions. Some students enjoyed being able to read ahead and on their own, while others needed more nurturing in reading and comprehending.

Some class time was devoted to preparation for the mock trial of Macbeth and Lady Macbeth and to journal entries.

Week III

The first part of this week was used for class discussion of the play and its themes. Some time was allocated to the trial simulation to explore the guilt or innocence of Macbeth and Lady Macbeth. The mock trials allowed for cooperative, in-depth exploration of motives, as the students took sides with the two characters. Some to their best, most careful compositions resulted in their opening and closing statements. In addition to their being excellent learning channels, the trials were also fun. An outside composition on values extrapolated from the themes of Macbeth was assigned. The remainder of the week involved the expansion of the theme of values to include works selected from a multicultural perspective. Students and teacher read and reacted to excerpts from Cervantes's Don Quixote. Also, students read and discussed stories in partnerships, selecting from Gordimer's "Train From Rhodesia," Tagore's "The Artist," Lessing's "No Witchcraft for Sale," and Orwell's "Shooting an Elephant."

Week IV

During the first part of this week the theme of values as expressed in the partnership stories read last week was explored through a jig saw approach to group discussions. This afforded an opportunity for students to become familiar with the stories they did not read.

The second part of the week was spent reading and discussing Doris Lessing's story "A Mild Attack of Locusts" as an introduction to the theme of the outside reading novel in progress Things Fall Apart by Chinua Achebe.

Month II

Week I

This week marked the end of the unit on values. First, students and teacher conducted an informal panel discussion centering on themes projected in the outside reading works, All Men Are Brothers (Selections by Ghandi) and Things Fall Apart by Achebe, and related themes on values in the entire unit on Community of Values.

Students wrote collaborative book reports according to a plan suggested by Davis (1990). This activity afforded opportunity for students to discuss their book, plan, write, and edit their papers cooperatively, and accept joint responsibility for its success. A few minor controversies arose in collaboration; however, the project was generally successful. Also, students wrote journal and portfolio entries appropriate to the theme of values and related ideas

and insights. Students selected a portfolio entry to revise and complete as a formal paper. These papers were shared in peer response groups for polish prior to publication for evaluation, using a modified five-card format explained by Daly (1990). The five-card approach defined a task for each group member, which focused on the importance of the individual to the group. This approach proved adaptable to other group activities.

Week II

This week launched the theme Community and Society. Students and teacher discussed the theme of Society and Social problems as they relate to daily life. Groups received copies of Kaffir Boy by Mathalbane and Chronicle of a Death Foretold by Marquez which were the second outside reading assignments. Partnerships chose which selection each member would read. Then partners periodically shared the unfolding stories and their reactions. The teacher presented background information on the Seventeenth Century, an age of social conflict, through lecture/discussion, followed by small group sessions to discuss and quiz each other on main points covered.

Students and teacher engaged in a directed reading and discussion of "Vanity Fair" from Bunyan's Pilgrim's Progress. This was followed by a large group reading and discussion of Donne's Meditation 17.

Week III

The theme of society and social issues was further explored through selected poems. Medieval ballads were characterized and two fitting anonymous ballads were read and discussed: "Sir Patrick Spens" and "Barbara Allen." Other English poems addressing the theme were "Musee des Beaux Arts" by Auden, "Not Waving but Drowning" by Smith, "Lake Isle of Innesfree" by Yeats, "Snake" by Lawrence, and "The World is too Much With Us" by Wordsworth. Additional thematic poems included selections by Brathwaite from Barbados and Goyenka of Nigeria. Students participated in a reading of a selection from the Bhagavad-Gita, followed by a composition assignment relevant to the individual in society.

Week IV

Small groups selected stories from the following list to read and discuss, using a modified version of a guided reciprocal peer-questioning procedure developed by King (1990): "A Very Old Man With Enormous Wings" by Marquez of Colombia; "The Glass of Milk" by Rojas of Argentina; "In the Castle of My Skin" by Lanning of Barbados; "Snapshots of a Wedding" by Head, a Black South African writer; "An Astrologer's Day" by Narayan of India; and "Under Construction" by Ogai of Japan.

As the unit progressed, students wrote a composition a week for their portfolios or journals. As a culminating activity, students selected and polished for publication one

selection from their portfolios. Peer response groups functioned to assist with the revision process.

Month III

Week I

A new theme was introduced this week on the Community of Faith: Man's Quest for Purpose, Direction, and Immortality. The theme was introduced with a teacher-directed class discussion and brief writing assignment.

Students perused various scriptural texts representing a variety of faiths and philosophies. Students and teacher read and discussed from a thematic perspective selections from the Bible, the Egyptian Book of the Dead, The Koran, the Rig Veda, and the Upanishads.

Journal and portfolio entries were written relating ideas and reactions stimulated by the scriptural texts.

Week II

The theme of faith or of philosophies for living was explored through a series of appropriate poems. The students and teacher read and discussed portions of Wordsworth's "Ode on Intimations of Immortality." Small groups interpreted, with the assistance of a study guide, the following poems and presented their findings to the group: "Crossing the Bar" by Tennyson, "Death Be Not Proud" by Donne, "On His Blindness" by Milton, "To an Athlete Dying Young" by Housman, "Spring and Fall" by Hopkins, "Easter Wings" by Herbert, and "The Lamb" and the "Tiger" by Blake. Poetic prose selections from Gitanjali (Song Offerings) by

Tagore also enriched the discussion of a philosophy for living.

Week III

The final selection for discussion of the theme of faith and direction for living was Coleridge's long literary ballad "The Rime of the Ancient Mariner." Students viewed slides and read the work. Subsequently, they engaged in a guided discussion of the poem and its comments on the theme. Students made a mandala symbolizing their sense of self-identity in the universe. This was a graphic representation of their self-concept designed from an ancient Oriental religious artwork using a circular design to symbolize the universe. Mandalas were informally shared and displayed for viewing in the classroom.

A panel of guests from India, Japan, Africa, South America, and Mexico were invited to share with the students information, ideas, and insights regarding cultural sub-groups, the situation in the workplace, and expectations for success in a global community. The guests brought slides, examples of native apparel, and typical objects of art to share. Students enjoyed modeling the various fashions.

The final composition assignment asked students to write a formal paper which reflected their personal concept of citizenship in a multicultural society. These papers were produced in the Computer Laboratory.

Week IV

This twelfth week was devoted to summarizing and finalizing the formal implementation period. To summarize the themes studied, students read about and discussed the author George Eliot and her novel Silas Marner. After reading and discussing excerpts from the novel, students viewed a video of Silas Marner using a viewing guide. A final large group discussion analyzed the themes of Silas Marner as a summary of the major unit themes covered: the importance of self-concept and dignity; the function of society to alienate or to rescue; and the values of honesty, love, pride in work, and genuineness apart from class consciousness and material wealth. Similar themes from other works studied during the implementation period were included in the final large group discussion.

Finally, students completed the final teacher-generated survey instrument designed to measure their feeling of identity with the major characters studied from the selected works for the semester. These data were utilized in comparing the students' feelings of identity with major characters studied in British literature during this term with the corresponding feelings of identity assessed upon initiation of the practicum.

The nature of this practicum demanded rather strict adherence to the proposed plan. Due to time constraints, a few minor selections that would not impact the final

statistics were deleted from the program. These included one short story and a few poems that will be picked up in a later unit. The time factor also dictated the abbreviation of some of the large group discussions, as well as some of the peer editing sessions. These impediments to classroom progress are not unfamiliar to the experienced teacher. Unanticipated interruptions resulted from assemblies, testing situations, and field trips and activities in other departments that exacted a toll upon English class time.

While the week of December 16-20 marked the final week of formal implementation for the practicum proposal, the entire year's course was redesigned from a multicultural perspective. Many exciting plans, activities and projects that focus on global understanding and appreciation of others can be noted in the Course Outline for 1991-1992 (see Appendix D). This entire course was conceived and developed for implementation in an effort to more nearly meet the needs of the students representing various ethnic groups typical of the local school population and to better prepare them to accept with confidence the challenge of the future in a global community.

Chapter V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The problem targeted in this practicum was that the fare of literature in the twelfth grade regular English curriculum was traditional, ethnocentric, and divorced from the cultural heritage of many students. Students in the regular senior English track represented a wide range of abilities, interests, and career goals, as well as ethnic diversity. Their personal needs and expectations were not being met through the existing curriculum.

The problem further manifested itself through the British literature anthology text which was devoted primarily to Anglo-Saxon interests, and through the materials selected to supplement the text. The British literature and composition course needed to encompass a broader scope of cultural origins in order to be relevant to students in a multiethnic classroom.

On the basis of personal observation and recommendations in the related literature, the writer determined that expanding the British literature curriculum offered the greatest potential for solving the relevancy problem for minority students. As a result, the year's course was redesigned to include minority writers from countries, other than the United States, that have historically related to Great Britain through the impact of colonialism. To enhance the effectiveness of the more diverse canon, a collaborative approach to teaching and learning was implemented, utilizing learning style information, role-playing techniques, and group projects. The writing component was designed to enhance the literature study by encouraging the students to interact with the literature at a personal level in order that they might discover a bit of themselves in the characters they encountered.

The post-test results of the relevancy survey are indicated in Table 6 on page 55. This table shows the literary characters in descending order of their relevancy to the students as a group and as male and female members of an ethnic subgroup. Characters that showed little or no relevancy to any students were equitably eliminated in order to make the numbers more manageable.

Table 6

Student Perceptions of Major Literary Characters II

Group	Males	Females	Asian M	Black M	Hispanic M	White M	Asian F	Black F	Hispanic F	White F
Knight338	Knight196	Eppie162	Squire5	Knight64	Beowlf9	Knight120	Gandhi5	Dolly68	Waitrs9	Eppie93
Waitrs328	Waitrs170	Waitrs158	Dolly5	Banquo57	Granny9	Waitrs109	Shphnd5	Knight59	Eppie9	Dolly88
Dolly316	Squire169	SilasM147	Waitrs5	Macduf57	MsMath9	Squire108	Granny5	Waitrs58	Shphnd8	Waitrs86
SilasM307	Wiglaf164	Dolly147	Johans4	Wiglaf54	Johans8	Wiglaf101	Macduf5	Eppie56	Banquo8	SilasM84
Eppie301	Banquo163	Knight142	Johans4	Granny54	Waitrs8	Beowlf100	Oknwo5	Priors56	Macduf8	Granny74
Wiglaf296	SilasM159	Granny141	Police4	DonQui52	Shphnd8	SilasM97	Priors5	Granny56	Dolly8	Wiglaf73
Granny294	Beowlf159	MsMath133	Knight4	SilasM51	Knight8	Banquo96	Ezinma5	MsMath52	SilasM8	Knight73
Macduf282	DonQui155	Wiglaf132	Banquo4	Gandhi51	Eppie7	Macbth95	W'Bath5	SilasM52	Knight8	MsMath71
Banquo274	Macduf154	Macduf128	SilasM4	Squire50	DonQui7	DonQui95	MrMath5	Johans52	Angel8	Macduf68
B'Wulf274	Granny153	Priors128	Cleric3	MrMath49	SilasM7	Dolly95	DonQui5	Cleric51	Nancy 7	Beowlf63
DonQi268	Ghandi150	Shphnd117	Bayrdo3	Johans48	Macduf7	Gandhi91	Wiglaf5	Wiglaf49	Godfrey7	Nancy62
MsMath266	Dolly149	Nancy116	Beowlf3	Waitrs48	Ezinma6	Granny87	Banquo5	Gandhi48	MsMath6	Priors62
Ghandi262	Macbth148	Johans116	Macduf3	Beowlf47	Police6	Eppie87	Waitrs5	Macduf47	Granny6	DonQui62
Squire261	Johans143	Beowlf115	Wiglaf3	Macbth47	Cleric6	Macduf87	Eppie4	Shphnd46	Police6	Macbth59
Johans259	Eppie139	Cleric115	MsMath3	Angel47	Squire6	Shphnd85	MsMath4	Nancy46	Prior5	Shphnd58
Macbth256	Shphnd136	DonQui113	Shphnd3	Ikemfn44	Gandhi6	Police84	Johans3	Beowlf45	Cleric5	Johans57
ShpHnd253	Angel136	Gandhi112	Granny3	MsMath44	Wiglaf6	Oknwo83	Bayrdo3	Macbth43	Squire5	Banquo56
Cleric247	MsMath133	Banquo111	Godfry2	Cleric44	Banquo6	Johans83	Cleric3	DonQui42	Ezinma5	Cleric56
Angel238	Police132	Macbth108	Ikemfn2	Dolly43	Angel6	Angel82	Sntaqo3	Banquo42	Bayrdo5	Gandhi55
Priors234	Cleric132	W'Bath104	Eppie2	Eppie43	Godfry5	Cleric79	Beowlf3	W'Bath42	Wiglaf5	Oknwo54
Oknwo225	Oknwo129	Angel102	Oknwo2	Godfry41	Oknwo5	Pedro78	Dolly3	Angel40	Pedro4	LadyMc54
Police224	Ikemfn123	LadyMc96	MrMath2	Shphnd40	Dolly6	MsMath77	SilasM3	Squire39	Johans4	Sntaqo54
Nancy219	Godfry120	Oknwo96	Macbth2	Oknwo39	Bayrdo5	Ikemfn73	Macbth2	LadyMc38	Sntaqo4	Police53
Godfry210	Pedro116	Ezinma95	Gandhi2	Police38	Nancy5	Godfry72	Squire2	Ikemfn37	Gandhi4	W'Bath53
Ikemfn210	Bayrdo112	Police92	Priors2	Priors37	Pedro5	Bayrdo70	Knight2	Ezinma35	DonQui4	Angel53
Ezinma204	Ezinma109	Squire92	Sntaqo2	W'Bath35	MrMath4	Ezinma68	Nancy1	Oknwo34	Ikemfn4	Godfry52
Pedro198	Priors106	Godfry90	Nancy2	Bayrdo34	Ikemfn4	Sntaqo63	Angel1	Police32	W'Bath4	Ezinma50
Bayrdo190	Nancy103	Ikemfn87	LadyMc2	Ezinma34	Priors4	Priors63	LadyMc1	MrMath31	Macbth4	Pedro50
W'Bath190	MrMath100	Sntaqo84	Gandhi2	Nancy34	Sntaqo4	Nancy62	Ikemfn1	Godfry30	Beowulf4	Bayrdo47
Sntaqo181	Sntaqo97	Pedro82	Pedro1	Pedro32	Macbth4	LadyMc51	Police1	Pedro27	LadyMc3	Squire46
LadyMc180	W'Bath86	Bayrdo78	W'Bath1	LadyMc29	LadyMc2	W'Bath49	Pedro1	Bayrdo23	Oknwo3	Ikemfn45
MrMath172	LadyMc84	MrMath72	Ezinma1	Sntaqo28	W'Bath1	MrMath45	Godfry1	Sntaqo23	MrMath3	MrMath33
Ttl 7956	4325	3631	86	1415	189	2635	107	1399	181	1944
# 97	51	46	1	17	2	31	1	17	2	26
Possible totals:										
15520	8160	7360	160	2720	320	4960	160	2720	320	4160
Percentages:										
51.26%	53.00%	49.33%	53.75%	52.02%	59.06%	53.13%	66.88%	51.43%	56.56%	46.73%

Note: The 32 literary characters above are assembled in quantitative decendency of relevancy as accorded by the students surveyed.

Ttl = Total

= Number of participants

BEST COPY AVAILABLE

Table 7 below affords a quick comparison of all results from both the pre- and post surveys. Totals and percentages are aligned for the total group populations, the total male groups and the total female groups, as well as male and female categories for each of the four ethnic groups.

Table 7

Student Perceptions of Major Literary Characters - Surveys I and II

GROUP	MALES	FEMALES	ASIAN M	BLACK M	HISPANIC M	WHITE M	ASIAN F	BLACK F	HISPANIC F	WHITE F
Survey I										
Ttl 6313	3473	2839	167	1325	201	1737	57	910	144	1734
# 99	55	44	3	21	4	27	2	15	2	25
Possible totals:										
13365	7425	5940	405	2835	540	3645	270	2025	270	3375
Percentages:										
47.23	46.77	47.79	41.23	46.73	37.22	47.65	21.11	44.94	53.33	51.38
Survey II										
Ttl 7956	4325	3631	86	1415	189	2635	107	1399	181	1944
# 97	51	46	1	17	2	31	1	17	2	26
Possible totals:										
15520	8160	7360	160	2720	320	4960	160	2720	320	4160
Percentages:										
51.26%	53.00%	49.33%	53.75%	52.02%	59.06%	53.13%	66.88%	51.43%	56.56%	46.73%

Figure 3 below gives a comparison of the Pre-, Projected Post-, and Post-Survey results for the four ethnic groups surveyed. This graph clearly depicts the impressive gains in relevancy experienced by each of the four ethnic subgroups who received instruction using the expanded multicultural curriculum for senior English.

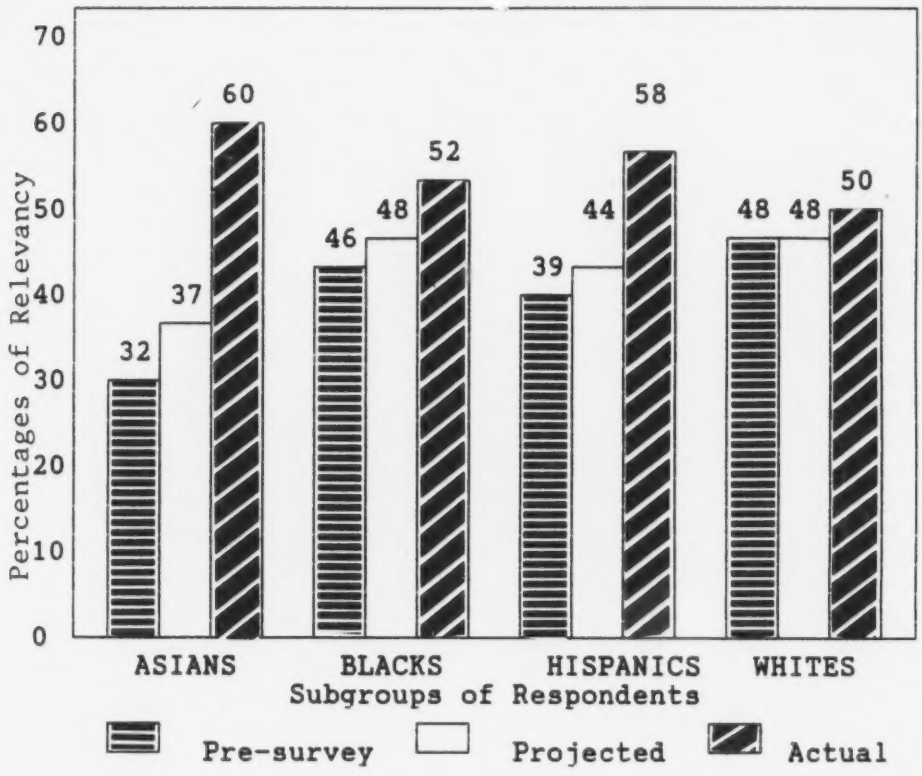

Figure 3

Comparison of
Pre-, Projected Post-, and Post-Survey Results

Figure 4 below shows a breakdown of these statistics into male and female totals.

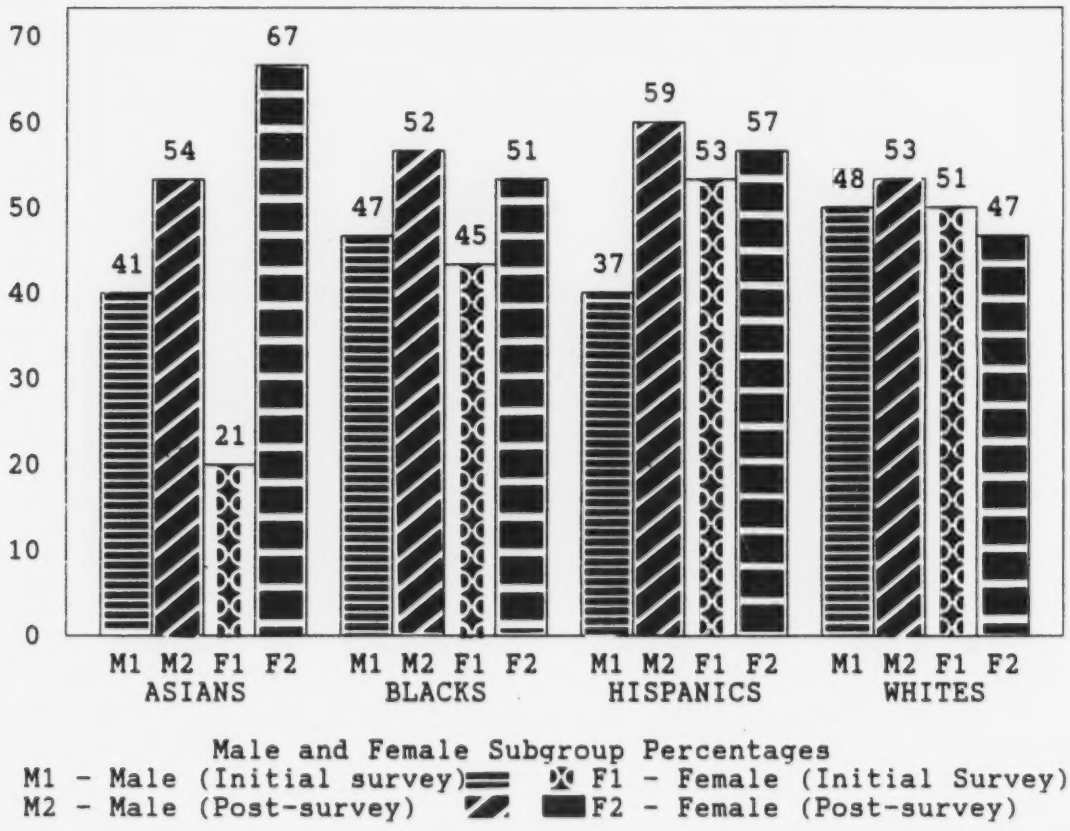

Figure 4

The results indicate that all four objectives were not only met, but exceeded. Objective one predicted Asian students would show an increase in their relationship to major characters in British literature from 32 percent to 37 percent relevancy. The post-survey results indicated an actual increase in relevancy to 60 percent, 23 percentage points more than anticipated. Because of the extremely low

population (2) in this group, these figures should not be considered reliable, but only indicative of a potential with a larger sample of an Asian population. The high percent of increase in relevancy, however, strongly acknowledges that Asian students related more favorably to characters selected from a variety of ethnic backgrounds rather than to strictly British characters.

Objective two projected a two percent increase in relevancy for Black students from 46 percent to 48 percent. The actual results indicated a 52 percent relevancy, giving Black students a six percent increase in relevancy, which is four percent higher than anticipated. The higher population in this group for both the pre- and post-surveys establishes a more reliable statistic. This stronger identity with characters chosen from a multicultural canon suggests a critical need for these students to encounter characters who share their cultural heritage.

Hispanic students were expected to increase the strength of their relationships to the major characters by 5 percent. The post-test results revealed perceptions of relevancy went from 39 percent to 58 percent, a 19 percent increase. Again, the low population in this group possibly skewed the validity of the results. Even so, the consistency of the high responses in the low population groups tends to give credence that these groups (Asian and Hispanic) enjoy a stronger relationship to characters who

represent their own ethnic origins, as well as those of other minority groups.

The final objective was to maintain the strength of the white student's relationship to the characters at 48 percent relevancy, while increasing the identity for the minority students. Post-survey results reveal an actual increase for these student of 2 percent, putting their relevancy figure at 50 percent. A breakdown of the statistics into male and female categories shows that the overall white increase is related to the strength of the white male's identity with the characters. The white females actually registered a four point drop in relevancy. This decline in strength of relevancy for the white females may be attributed to the fact that no new works were added that projected strong white females or strong females in any of the other cultures. Perhaps this suggests that additional works need to be included that feature females in strong role models.

The highest percentage of identity with the characters was registered by the Asian females at 67 percent. The next highest relevancy was indicated by the Hispanic males with 59 percent, followed by the Hispanic females at 57 percent. Asian males rank next in strength of relevancy with 54 percent, while Black males follow at 52 percent. Closely behind the Black males are the white males with a 53 percent relevancy. An interesting note is the similarity between the Black and White males in their identity percentages for

both the pre- and post-surveys. On the pre-survey Black males revealed a 47 percent identity, while the white males showed a 48 percent identity. Post-survey figures give Black males a 52 percent relationship and white males a 53 percent relationship. Both Black and White males score a 5 percent increase in relevancy to the literary characters when the characters represent a variety of heritages. This similarity in identity strength between Black and White males might derive from the fact that the male characters in the major works are more dominant, take more prominent roles of strength, aggression, honor, bravery, and leadership, roles with which American males have historically associated and roles to which males today apparently aspire.

Black and White females registered the lowest percentages of identity. Of the groups tested Blacks peaked at 51 percent and Whites at 47 percent. These figures denote that Black females claimed a 6 percent increase in the strength of their identity when the characters were selected from a more global canon, while White females revealed a decline in their relevancy from 51 percent to 47 percent, a 4 percent loss. This loss is not unnoticed, and any dimension of loss should be the subject of future relevancy measurements. Even though the white female sub-group registered a relevancy decline, the overall figures for the white group reflected a 2 percent increase.

Discussion

The increased relevancy to the students of the major characters featured in the multicultural canon reaffirmed the writer's conviction that classroom teachers must acknowledge the diversity of cultures typical in the contemporary classroom and expand the curricula to include appropriate materials and teaching strategies indicative of this diversity. This conclusion reasserts Cushner's (1990) proposal to internationalize the curriculum using an integrated approach. While the relevance and importance of British literature to the cultural fabric of this nation should be maintained, the contributions of other cultures to the colorful fabric of this land need to be given parallel considerations. Only then will all Americans feel empowered to claim their highest level of potential as productive citizens.

Interesting observations emerged from a close study of the character identities of the four ethnic groups. These identities are featured in Tables 8, 9, 10, and 11 on pages 63 and 64. Table 8 juxtaposes the ten characters from the pre- and post-surveys with which the various ethnic male students most strongly identified. Table 9 presents the same information regarding the female students. Table 10 aligns the ten characters from the pre- and post-surveys with whom the ethnic males sensed the least identity. Finally, Table 11 identifies the ten characters with whom the ethnic females identified least.

Table 8

Ten Strongest Ethnic Male Identities - Surveys I and II

	Asians		Blacks		Hispanics		Whites	
	Survey I	Survey II	Survey I	Survey II	Survey I	Survey II	Survey I	Survey II
1.	Knight	Squire	Knight	Knight	Ralph	Beowulf	Ralph	Knight
2.	Cleric	Dolly	Cleric	Banquo	W Smith	Granny	Knight	Waitress
3.	Piggy	Waitress	Beowulf	Macduff	Hrothgar	Ms Matha	Beowulf	Squire
4.	Ralph	Johannes	Wiglaf	Wiglaf	Cleric	Johannes	Macduff	Wiglaf
5.	Wiglaf	Police	Copperfld	Granny	Beowulf	Waitress	S Marner	Beowulf
6.	Squire	Knight	S Marner	Don Quix	Knight	Shiphand	Copperfld	S Marner
7.	Beowulf	Banquo	Macduff	S Marner	Macbeth	Knight	Macbeth	Banquo
8.	Macbeth	S Marner	Macbeth	Gandhi	Piggy	Eppie	Wiglaf	Macbeth
9.	Eppie	WifeofBath	Ralph	Squire	Squire	Don Quix	Squire	Don Quix
10.	S Marner	Cleric	Squire	Mr Matha	Macduff	S Marner	Cleric	Dolly

Table 9

Ten Strongest Ethnic Female Identities - Surveys I and II

	Asians		Blacks		Hispanics		Whites	
	Survey I	Survey II	Survey I	Survey II	Survey I	Survey II	Survey I	Survey II
1.	Ralph	Gandhi	Cleric	Dolly	Eppie	Waitress	Eppie	Eppie
2.	LadyMac	Shphnd	Prioress	Knight	AuntBetsy	Eppie	Dolly	Dolly
3.	W Smith	Granny	Eppie	Waitress	S Marner	Shiphnd	Prioress	Waitress
4.		Macduff	Knight	Eppie	Knight	Banquo	S Marner	S Marner
5.		Okonkwo	Piggy	Prioress	Dolly	Macduff	Wiglaf	Granny
6.		Prioress	Dolly	Granny	Wiglaf	Dolly	Macduff	Wiglaf
7.		Ezinma	AuntBetsy	MsMatha	Prioress	S Marner	Knight	Knight
8.		MrMatha	Copperfld	S Marner	Cleric	Knight	Cleric	MsMatha
9.		DonQuix	Beowulf	Johaness	Agnes	Angel	Beowulf	Macduff
10.		Waitress	S Marner	Cleric	Piggy	Nancy	Copperfld	Beowulf

Table 10

Ten Weakest Ethnic Male Identities - Surveys I and II

	Asians		Blacks		Hispanics		Whites	
	Survey I	Survey II	Survey I	Survey II	Survey I	Survey II	Survey I	Survey II
1.	Aunt Betsy	Macbeth	Dora	Okonkwo	Agnes	Bayardo	Wife of Bath	Ikemefuna
2.	Clara	Gandhi	L Macbeth	Police	Clara	Nancy	Prioress	Godfrey
3.	WifeofBath	Prioress	Agnes	Prioress	Prioress	Pedro	Grendel	Bayardo
4.	L Macbeth	Santiago	WifeofBath	WifeofBath	Dora	Mr Matha	Clara	Ezinma
5.	Dora	Nancy	W Smith	Bayardo	W of Bath	Ikemefuna	Nancy L	Santiago
6.	Dolly	L Macbeth	Roger	Ezinma	Eppie	Prioress	Agnes	Prioress
7.	Prioress	Gandhi	Aunt Betsy	Nancy	Pardoner	Santiago	Roger	Nancy
8.	Agnes	Pedro	Clara	Pedro	L Macbeth	Macbeth	Dora	L Macbeth
9.	Nancy L	WifeofBath	Grendel	L Macbeth	Dolly	L Macbeth	L Macbeth	WifeofBath
10.	Hrothgar	Ezinma	Nancy L.	Santiago	Banquo	WifeofBath	Aunt Betsy	MrMatha

Table 11

Ten Weakest Ethnic Female Identities - Surveys I and II

	Asians		Blacks		Hispanics		Whites	
	Survey I	Survey II	Survey I	Survey II	Survey I	Survey II	Survey I	Survey II
1.		Macbeth	W Smith	L Macbeth	Pardoner	Santiago	Roger	Police
2.		Squire	Grendel	Ikemefuna	Hrothgar	Gandhi	Pardoner	WifeofBath
3.		Knight	Roger	Ezinma	Banquo	DonQuix	Grendel	Angel
4.		Nancy	Banquo	Okonkwo	Roger	Ikemefuna	Nancy L	Godfrey
5.		Angel	Macbeth	Police	Squire	WifeofBath	W. Smith	Ezinma
6.		L Macbeth	Squire	MrMatha	Grendel	Macbeth	Dora	Pedro
7.		Ikemefuna	Hrothgar	Godfrey	Nancy L	Beowulf	Squire	Bayardo
8.		Police	L Macbeth	Pedro	Macbeth	L Macbeth	Hrothgar	Squire
9.		Pedro	Pardoner	Bayardo	WifeofBath	Okonkwo	Piggy	Ikemefuna
10.		Godfrey	Wiglaf	Santiago	W Smith	Mr Matha	Clara	MrMatha

BEST COPY AVAILABLE

A point worthy of note that emerged from this project is that the students do not appear to relate to the characters strictly on the principle of ethnicity, but also on the basis of the characters' personal redeeming qualities. For example, both the Black and White males selected the knight from Chaucer's Canterbury Tales as the character with whom they feel the strongest identity. This knight is a brave and caring man who epitomizes gentlemanly behavior and who extends himself at great personal risk to establish and maintain the common good. Asian males selected the Squire, also a Chaucer character, and son the knight with whom the Black and White males most strongly related. Hispanic males chose Beowulf as their strongest identity figure. This character belongs to the Scandinavian origins of the British Empire and, like the knight, embodies bravery, physical strength, leadership, and a willingness to sacrifice his life for the national welfare. The fact that male students can appreciate and identify with these qualities is reassuring. It must also be pointed out that the students seem to indicate that their ability to relate to all the characters is enhanced when the roster of characters includes representatives from the various cultures.

Female students selected characters who were either nurturing or in need of nurturing for their strongest identity. Asian females are the only female group who selected a male character for their strongest relevance.

These females chose Gandhi, who was a dynamic Asian hero. Perhaps this choice was encouraged by the fact that no really outstanding Asian female was presented in the selected works. Blacks selected Dolly Winthrop, a friendly nurturing white woman who befriended Silas Marner and became his social savior. A few admirable Black female characters were available for selection. However their general human compassion was not as evident as Dolly's. Hispanic females regarded the Waitress in the Argentinean Story "A Glass of Milk," as the character with whom they shared the greatest identity. This woman was a truly compassionate mother figure for a desperate, hungry young man. White females identified more forcefully with Eppie, the golden haired little girl who came to live with Silas Marner and restored his faith in life and mankind. These female choices tend to suggest that females cling more strongly to ethnic identity than do males, as three groups out of four selected a character from their own heritage to represent their strongest relationships. Only the Black females deviated by choosing Dolly; however, this choice is understandable when viewed in terms of the female's strong identity with the care ethic. These observations tend to support Chaukin's (1990) conclusion from the Quality Education for Minorities Project (QEM) that education will be better for everyone if education is improved for the minority student.

Another interesting point that surfaced in analyzing the results of the post-survey was the fact that the world

is still a man's world. In the top ten characters for the total population of the practicum, there are four females and six males. Only two females appear in the male top ten, while six females appear in the female top ten, leaving four males in the top ten. Females are more prone to identify with male characters than vice versa. Perhaps the reason for these statistics is, again, the lack of strong female characters in the British literature selections. Women are forced to identify with positive qualities in males in the absence of strong admirable female characters. The problem of a paucity of worthy female characters emerges in the chosen selections as a matter of critical concern. As Sasse (1988) observes, English language arts teachers must know a large body of literature by writers from many ethnic and racial groups if they are to be able to select wisely for their students. A wide knowledge and careful selection on the part of teachers can help relieve this problem of a deficit of female role models. However, part of the responsibility for the amelioration of this problem lies with the textbook companies (C. McCarthy, 1990) who assist and guide teachers in their selections. The improvement of English anthology texts is a problem that deserves immediate attention.

An interesting observation concerning the writing component involved the sister city correspondence project. The students exhibited more interest in accuracy and effective composition in their letters that were actually

being mailed to prospective friends in other countries. They turned in their letters for editing and review prior to preparing the final mailing copy. This same trend was duplicated in original poems that were written for presentation to a special person. These examples support Sasse's (1988) proposal that writing which has a direct and immediate application impacts the student's desire to learn more powerfully than assignments submitted only for a grade. This evidence tends to encourage English teachers to make writing assignments more realistic and useful in the student's world.

Cooperative learning groups were organized for class activities based upon information gathered on learning style preferences (B. McCarthy, 1990) and personality types. Interest was stimulated by the introduction of a small incentive for excellence. Extra credit was awarded to the group that had the highest average on the unit test at the completion of a unit. Cheers were heard when winners were announced and grades were higher than usual. Groups studied together and monitored each other on turning in assigned work, completing outside reading, and preparing for tests. The spirit of cooperation and helpfulness fostered critical thinking and improved interpersonal relationships. The groups were very successful, affirming the claims in the literature of Banks (1989a), Chavkin (1990), and Slavin (1991) regarding the effectiveness of cooperative learning techniques.

Two major drawbacks limited to some extent the success of this project. First, there was the constraint of time, which exacted its toll in two dimensions. The classroom time was so limited and fleeting that covering all the planned materials was impossible. A few selections that did not directly impact the final results had to be omitted. Perhaps a revised schedule that permitted a little more "breathing" time would better accommodate the program. This type project also exacts excessive draws on personal time for preparation of new materials. Closely aligned with this aspect of the project is the second drawback, the writer's awareness of her own need for more professional training in multiethnic education. C. McCarthy (1990) appropriately stresses the need for more teacher education. Until classroom teachers feel more self-confidence regarding their professional ability to teach a multicultural curriculum, they will continue to shy away from such programs. The limitations of time and the critical lack of professional training for teachers in this specialized area are factors that seriously inhibit the implementation of multicultural education in today's schools.

Recommendations

Four recommendations are appropriate. The implementation of a multicultural curriculum in literature and composition is expensive, as most schools do not have

the necessary materials on hand. A source of financial support must be secured before embarking upon such a project.

A significant outcome of this project is the revelation through the statistics of the critical deficit of appropriate literature to meet the needs of female students of British literature. This problem needs to be addressed with a broad scale search for works in British and related literatures that give young women some strong, self-motivated, female leaders with whom to establish some identity. The majority of female characters currently offered are weak, submissive, dependent, and inadequate for a successful life and career in the twentieth century global community.

A third recommendation worthy of consideration by high school English departments is the reassignment of literature taught at the various high school levels for the purpose of placing greater emphasis on multicultural literature. Presently, many schools, this local school included, teach a general selection of works presented through a thematic approach for ninth grade. Tenth grade covers a very limited menu of world literature emphasizing literary terms. American literature and British literature are taught in eleventh and twelfth grades respectively. The recommendation is to offer the thematic approach with a general selection of literary works at the ninth grade level. Tenth grade should pick up American literature, with

emphasis on literary terms and composition. Eleventh year students would then study the expanded multicultural approach to British literature with a strong emphasis on literary terms and composition. The senior year would be reserved for a strong course in the major works of world literature. This approach to literature would promote a global view of human experience.

A final recommendation is that school districts, perhaps with the assistance of state backing, implement a teacher in-service training program in multicultural education in order for teachers to gain the necessary self-confidence and professional expertise requisite for integrating multicultural components into the curriculum. This training program needs to be implemented as summer in-service, accompanied by a stipend in to insure its encompassing the depth and breadth of training required to accomplish the task of preparing young Americans to meet the challenge of the Twenty-first Century.

Dissemination

The outcomes of this practicum have been reviewed with the principal and administrative staff in the local school setting. A summary of the study and its results have been presented to the writer's immediate colleagues in the English Department. A similar program is also planned for presentation to the entire school faculty through mini-faculty meetings. The principal felt that the information,

while specifically oriented to English literature and composition, is applicable across the subject matter areas. The writer is currently working with the District Language Arts Coordinator in planning a program based upon the project for presentation at the district level. Finally, the writer anticipates an opportunity to share the finding before the District Multicultural Committee, a body charged with the task of planning and promoting multiculturalism within the district.

More specifically, the syllabus for the expanded multicultural curriculum in British Literature and Composition will be shared with the twelfth grade team. With a few modifications, application of the course will be extended to include the entire twelfth grade regular track. This broader implementation will provide an opportunity to refine and polish the curriculum and teaching strategies, utilizing the expertise and creativity of the other team members.

Hopefully, the efforts expended in effecting the success of this project will continue to bear fruit far into the future as colleagues in the global community of educators recognize the imperatives of multiethnic considerations within the American "culture."

References

Baldwin, C. (1987). One to one: Self-understanding through journal writing. New York: M. Evans.

Banks, J. A. (1989a). Integrating the curriculum with ethnic content: Approaches and guidelines. In J. A. Banks & C. A. M. Banks (Eds.), Multicultural education (pp. 189-207). Boston: Allyn and Bacon.

Banks, J. A. (1989b). Multicultural education: Characteristics and goals. In J. A. Banks & C. A. M. Banks (Eds.), Multicultural education (pp. 2-26). Boston: Allyn and Bacon.

Bennet, C. I. (1990). Comprehensive multicultural education: Theory and Practice. Boston: Allyn and Bacon.

Chavkin, N. F. (1990). Joining forces: Education for a changing population. Educational Horizons, 68, 190-196.

Crichlow, W., Goodwin, S., Shakes, G., & Swartz, E. (1990). Multicultural ways of knowing: Implications for practice. Journal of Education, 172, 101-117.

Cushner, K. (1990). Adding an international dimension to the curriculum. The Social Studies, 81, 166-170.

Daly, J. M. (1990). Successful peer conferencing. The Reading Teacher, 44, 280.

Davis, R. L. (1990). Collaborative book reports. Ideas Plus, 8, 51-52.

Erickson, J. J. (1990). The green book. Ideas Plus, 8, 52-53.

Gay, G. (1989). Ethnic minorities and educational equality. In J. A. Banks & C. A. M. Banks (Eds.), Multicultural education: Issues and perspectives (pp.167-188). Boston: Allyn and Bacon.

Grant, C. A., & Steeter, C. E. (1989). Race, class, gender, exceptionality, and educational reform. In J. A. Banks & C. A. M. Banks (Eds.), Multicultural education (pp. 46-65). Boston: Allyn and Bacon.

Groff, W. H. (1989). Book of readings and resources for leadership I: The individual, organization and society. Ft. Lauderdale, FL: Nova University

Haberman, M. (1988). The nature of multicultural teaching and learning in American society. Peabody Journal of Education: About Teachers and Teaching, 65, 101-113.

Haberman, M., & Post, L. (1990). Cooperating teachers' perception of the goals of multicultural education. Action in Teacher Education, 12, 31-35.

Heebner, A. L. (1989). Interactive computer tools for teachers of writing at all instructional levels at Columbia University's Teachers College. In C. L. Selfe, et al. (Eds.), Computers in English and the language arts (pp. 43-49). Urbana, IL: National Council of Teachers of English.

Herter, R. J. (1991). Writing portfolios: Alternative to testing. English Journal, 80, 90-91.

King, A. (1990). Enhancing peer interaction and learning in the classroom through reciprocal questioning. American Educational Research Journal, 27(4), 664-687.

Kirby, D. & Liner, T. (1987). Inside-out: Developmental strategies for teaching writing. Monteclair, NJ: Boynton-Cook.

Mahan, J. M., & Rains, F. V. (1990). Benefits of cultural immersion experiences: Responses from middle school teachers. The Clearing House, 63, 402-404.

McCarthy, B. (1990). Using the 4MAT system to bring learning styles to school. Educational Leadership, 48, 31-37.

McCarthy, C. (1990). Multicultural education, minority identities, textbooks, and the challenge of curriculum reform. Journal of Education, 72(2), 118-129.

McKenna, J. J. (1990). Using learning styles to put Hamlet on trial. Contemporary Education, 61(2), 81-86.

Nel, J. (1991). Values and the education of teachers: Challenges in a culturally pluralistic society. College Student Journal, 25, 466-469.

Nelms, B. F. (1988). Sowing the dragon's teeth: an introduction in the first person. In B. F. Nelms (Ed.), Literature in the classroom (pp. 1-16). Urbana, IL: National Council of Teachers of English.

Rysavy, S. D. M., & Sales, G. C. (1991). Cooperative learning in computer based instruction: Key to success is structure of environment. Educational Technology, 31, 60-61.

Sasse, M. H. (1988). Literature in a multiethnic culture. In B. F. Nelms (Ed.), Literature in the classroom (pp. 167-178). Urbana, IL: National Council of Teachers of English.

Slavin, R. E. (1991). Synthesis of research on cooperative learning. Educational Leadership, 48, 71-82.

Spillman, C. V. (1991). Preserving cultural heritage through family stories. The Delta Kappa Gamma Bulletin, 57, 19-21, 44.

Squires, D. A., Hewitt, W. G., & Segars, J. K. (1989). Effective schools and classrooms: A research based perspective. Alexandria, VA: Association for Supervision and Curriculum Development.

Stelk, V. (1991). Literature: The cultural component in secondary language learning. The Delta Kappa Gamma Bulletin, 57, 13-14, 28.

Sullivan, A. M. (1989). Liberating the urge to write: From classroom journals to lifelong writing. English Journal, 78(7), 55-61.

Tiedt, P. L., & Tiedt, I. M. (1990). Multicultural teaching: A handbook of activities, information, and resources (3rd ed.). Boston: Allyn and Bacon.

Torrance, E. P., Reynolds, C. R., Riegel, T., & Ball, O. (1977). Your style of learning and thinking (Form B). The Gifted Child Quarterly, 21.

Tway, E., & White, M. L. (1988). Literature and international understanding. In B. F. Nelms (Ed.), Literature in the classroom (pp. 179-193). Urbana, IL: National Council of Teachers of English.

APPENDICES

APPENDIX A

INTERVIEW QUESTIONNAIRE: TEACHERS/ADMINISTRATORS

INTERVIEW QUESTIONNAIRE

Teachers/Administrators

Introduction: I am a student in the Ed. D. program of Nova University, currently working on a practicum concerned with the twelfth grade regular English curriculum. Your responses to the following questions will be helpful in revising this curriculum to more nearly meet the needs of the students. Your responses will remain anonymous.

1. How many years of experience in education do you have?
2. How many years have you been in your present setting?
3. In what discipline areas have you worked?
4. What do you feel is the major problem area of deficiency in the twelfth grade Language Arts program?
5. Please list some of the causes for the existence of the problem?
6. What are some possible solutions you would propose?

7. What do you feel is most needed to promote and inspire teaching/learning in this setting?

8. What is the most important message that needs to be communicated to seniors?

9. What is the approximate ethnic breakdown in your classes (setting)?

10. Are there any additional comments you would like to make?

APPENDIX B

STUDENT SURVEY I

Influence of Ethnic Persuasion on Perceptions of British Literary Characters I

Introduction

The purpose of this survey is to determine the extent to which the works studied in twelfth grade British literature are relevant to you and your background. Please react accurately to the items on this research instrument. In so doing, you will help determine the extent to which the major works studied are relevant to you and your heritage. Such information will be invaluable in helping select materials high school students will enjoy studying. Feedback from students is essential in revising and improving the twelfth grade English curriculum.

Name_____ (Optional)

Sex _____

Age _____

Race_____

A. Maternal ancestry_____ *

B. Paternal ancestry_____ *

Religious preference or affiliation:

Catholic___, Jewish___, Protestant ___

Other___ (specify) _____, None_____

*Original descendance, e.g., African, American Indian, Anglo-Saxon, Arabian, Asian, Central American, European, Eskimo, Indian, Polynesian, South American. Instructions:

The major works studied this school year are listed in the left-hand column on the following page. In the middle are the major characters from each work. Reflect on the characters in each list to determine the ones with which you can identify to some degree. Consider these characteristics that you may share in common: heritage (e.g., African, Anglo-European, Arabic, Indian, Oriental); personality (e.g., helpful, brave, violent, greedy, selfish); goals (e.g., to become wealthy, successful, gain power); values (e.g., honesty, trustworthiness,family relationships); ambitions (to become a doctor, writer, political leader, soldier, minister, business person, parent). When you have finished your reflections, rate the strength of your identity with each character on a scale of one to five, with one being the weakest and five being the strongest. Please mark every item.

Please circle the number next to each statement which best indicates your feelings.

1 = no identity (I can see nothing of myself in this character)

2 = some identity (I can see something of myself in this character)

3 = moderate identity (I can see a moderate amount of myself in this character)

4 = strong identity (I can definitely see myself in this character)

5 = very close identity (I can very definitely see myself expressed in this character)

Major work	Major characters	Rating Scale
1. Beowulf The Beowulf Poet	A. Beowulf (hero of the Geats)	1 2 3 4 5
	B. Hrothgar (king of Spear-Danes)	1 2 3 4 5
	C. Wiglaf (Beowulf's faithful thane)	1 2 3 4 5
	D. Grendel (evil monster)	1 2 3 4 5
2. Canterbury Tales Geoffry Chaucer	A. Wife of Bath (liberated woman married five times)	1 2 3 4 5
	B. The Pardoner (sold pardons for sin)	1 2 3 4 5
	C. The Knight (true and perfect gentleman)	1 2 3 4 5
	D. The Prioress (head of a convent; a medieval career woman)	1 2 3 4 5
	E. The Squire (young, lusty son of the knight)	1 2 3 4 5
	F. The Oxford Student (gladly learned and gladly taught)	1 2 3 4 5
3. Macbeth by William Shakespeare	A. Macbeth (ambitious Scottish nobleman)	1 2 3 4 5
	B. Lady Macbeth (wife of Macbeth)	1 2 3 4 5
	C. Macduff (Scottish nobleman who defeated Macbeth)	1 2 3 4 5
	D. Banquo (General in the king's army)	1 2 3 4 5
4. David Copperfield Charles Dickens	A. David Copperfield (a growing young writer)	1 2 3 4 5
	B. Clara Copperfield (David's mother)	1 2 3 4 5

	C. Steerforth (a school friend of David's)	1 2 3 4 5
	D. Betsy Trotwood (David's Aunt)	1 2 3 4 5
	E. Dora Spenlow (David's first wife)	1 2 3 4 5
	F. Agnes Wickfield (David's second wife)	1 2 3 4 5
	G. Uriah Heep	1 2 3 4 5
5. Silas Marner George Eliot	A. Silas Marner (weaver of Raveloe)	1 2 3 4 5
	B. Eppie (Silas's adopted daughter)	1 2 3 4 5
	C. Dunstan Cass (thief who stole Silas's money)	1 2 3 4 5
	D. Godfrey Cass (Eppie's father)	1 2 3 4 5
	E. Nancy Lammeter (becomes Godfrey's wife)	1 2 3 4 5
	F. Dolly Winthrop (friend to silas)	1 2 3 4 5
6. Lord of the Flies William Golding	A. Ralph (leader of the boys)	1 2 3 4 5
	B. Jack (Ralph's antagonist	1 2 3 4 5
	C. Simon (mistaken for beast and killed)	1 2 3 4 5
	D. Piggy (the intellectual in the group)	1 2 3 4 5
	E. Roger (bully who kills piggy)	1 2 3 4 5
7. 1984 George Orwell	A. Winston Smith (rebels against the society of Oceania)	1 2 3 4 5
	B. Julia (Winston's girlfriend)	1 2 3 4 5
	C. O'Brien (represents the government of Oceania)	1 2 3 4 5

8.	Pride and Prejudice Jane Austen	A. Elizabeth Bennet (daughter)	1 2 3 4 5
		B. Mrs. Bennet (mother of Jane and Elizabeth)	1 2 3 4 5
		C. Jane Bennet (daughter)	1 2 3 4 5
		D. Mr. Darcy (suitor)	1 2 3 4 5
		E. Mr. Bingley (suitor)	1 2 3 4 5
9.	Secret Sharer Joseph Conrad	A. Leggett (the secret passenger)	1 2 3 4 5
		B. The Captain "I" (the ship's Captain)	1 2 3 4 5

10. Name a poem especially meaningful to you and state why. _____

_____

_____

11. List any work you feel would be a worthy addition to the English IV curriculum. _____

_____

_____

APPENDIX C

STUDENT SURVEY II

Influence of Ethnic Persuasion on Perceptions of British Literary Characters II

Introduction

The purpose of this survey is to determine the extent to which the works studied in twelfth grade British Literature are relevant to you and your background. Please react accurately to the items on this research instrument. In so doing, you will help determine the extent to which the major works studied are relevant to you and your heritage. Such information will be invaluable in helping select materials high school students will enjoy studying. Feedback from students is essential in revising and improving the twelfth grade English curriculum.

Name_____ (Optional)

Sex _____

Age _____

Race_____

A. Maternal ancestry_____ *

B. Paternal ancestry_____ *

Religious preference or affiliation:

Catholic____, Jewish____, Protestant ____

Other____ (specify) _____, None_____

*Original descendance, e.g., African, American Indian, Anglo-Saxon, Arabian, Asian, Central American, European, Eskimo, Indian, Polynesian, South American.

Instructions:

The major works studied this school year are listed in the left-hand column on the following page. In the middle are the major characters from each work. Reflect on the characters in each list to determine the ones with which you can identify to some degree. Consider these characteristics that you may share in common: heritage (e.g., African, Anglo-European, Arabic, Indian, Oriental); personality (e.g., helpful, brave, violent, greedy, selfish); goals (e.g., to become wealthy, successful, gain power); values (e.g., honesty, trustworthiness,family relationships); ambitions (to become a doctor, writer, political leader, soldier, minister, business person, parent). When you have finished your reflections, rate the strength of your identity with each character on a scale of one to five, with one being the weakest and five being the strongest. Please mark every item.

Please circle the number next to each statement which best indicates your feelings.

1 = no identity (I can see nothing of myself in this character)

2 = some identity (I can see something of myself in this character)

3 = moderate identity (I can see a moderate amount of myself in this character)

4 = strong identity (I can definitely see myself in this character)

5 = very close identity (I can very definitely see myself expressed in this character)

BEST COPY AVAILABLE

Major work	Major characters	Rating Scale
1. Beowulf	A. Beowulf	1 2 3 4 5
The Beowulf Poet	(hero of the Geats)	
	B. Hrothgar	1 2 3 4 5
	(king of Spear-Danes)	
	C. Wiglaf	1 2 3 4 5
	(Beowulf's faithful thane)	
	D. Grendel	1 2 3 4 5
	(evil monster)	
2. Canterbury Tales	A. Wife of Bath	1 2 3 4 5
Geoffry Chaucer	(liberated woman married five times)	
	B. The Pardoner	1 2 3 4 5
	(sold pardons for sin)	
	C. The Knight	1 2 3 4 5
	(true and perfect gentleman)	
	D. The Prioress	1 2 3 4 5
	(head of a convent; a medieval career woman)	
	E. The Squire	1 2 3 4 5
	(young, lusty son of the knight)	
	F. The Oxford Student	1 2 3 4 5
	(gladly learned and gladly taught)	
3. Macbeth	A. Macbeth	1 2 3 4 5
by William Shakespeare	(ambitious Scottish nobleman)	
	B. Lady Macbeth	1 2 3 4 5
	(wife of Macbeth)	
	C. Macduff	1 2 3 4 5
	(Scottish nobleman who defeated Macbeth)	
	D. Banquo	1 2 3 4 5
	(General in the king's army)	
4. Chronicle of a Death Foretold	A. Santiago Nasar	1 2 3 4 5
	(The young man who was butchered by the twin brothers)	
by Gabriel Garcia Marquez	B. Bayardo San Roman	1 2 3 4 5
	(The groom who returned his bride to her father	

because she was not a virgin)

C. Angela Vicario 1 2 3 4 5
(The returned bride)

D. Pedro Vicario 1 2 3 4 5
(Angela's brother and twin of Pablo who felt they must redeem the family name by avenging the betrayal of their sister)

E. Pablo Vicario 1 2 3 4 5
(Angela's brother and twin of Pedro)

5. Silas Marner
George Eliot

A. Silas Marner 1 2 3 4 5
(weaver of Raveloe)

B. Eppie 1 2 3 4 5
(Silas's adopted daughter)

C. Dunstan Cass 1 2 3 4 5
(thief who stole Silas's money)

D. Godfrey Cass 1 2 3 4 5
(Eppie's father)

E. Nancy Lammeter 1 2 3 4 5
(becomes Godfrey's wife)

F. Dolly Winthrop 1 2 3 4 5
(friend to silas)

6. Kaffir Boy
Mark Mathabane

A. Johannes Mathabane 1 2 3 4 5
(The kaffir boy who escaped the frustrations of Apartheid South Africa with a Tennis Scholarship to America)

B. Mrs. Mathabane 1 2 3 4 5
(Johannes's mother through whom the struggles to survive apartheid is so vividly portrayed)

C. Mr. Mathabane (Jackson) 1 2 3 4 5
(Johannes's father who reflected the cruelty of male dominance and traditional tribal ties.)

D. Granny 1 2 3 4 5
(Johannes's grandmother who supported him with encouragement and whatever money she could spare.)

7. All Men are Brothers by Gandhi
   - A. Gandhi 1 2 3 4 5
     (India's leader in non-violent resistance to British rule)

8. Things Fall Apart by Chinua Achebe
   - A. Okonkwo 1 2 3 4 5
     (A strong young leader who falls from power because he cannot break with traditions. He lived in fear of failure and weakness.)
   - B. Ikemefuna 1 2 3 4 5
     (The lad who lived with Okonkwo only to be sacrificed later for the good of the village.)
   - C. Ekwefi 1 2 3 4 5
     (One of Okonkwo's several wives and mother of his daughter Ezinma)
   - D. Ezinma 1 2 3 4 5
     (Okonkwo's daughter who became ill and was saved by her father)
   - E. Nwoye 1 2 3 4 5
     (Okonkwo's son who showed signs of being weak and lazy like Okonkwo's father)
   - F. Unoka 1 2 3 4 5
     (Okonkwo's father who angered the gods with his laziness)

9. Don Quixote by Miguel de Cervantes
   - A. Don Quixote 1 2 3 4 5
     (The idealistic Spanish knight who set out to right the wrongs of the world and attacked a group of windmills)
   - B. Sancho Panza 1 2 3 4 5
     (Don Quixote's faithful servant who naively believed he would become a governor of a conquered land.)

10. The selected short stories
    - A. The old man (angel) in "A Very Old Man With Enormous Wings" by Garcia Marquez. 1 2 3 4 5
    - B. The old Vendor (selling the carved lion) in "The Train From Rhodesia" by Nadine Gordimer. 1 2 3 4 5
    - C. The policeman in Burma who shot the elephant in George Orwell's "Shooting An Elephant." 1 2 3 4 5
    - D. The hungry ship's hand who was too proud to accept food from an old sailor in "The Glass of Milk" by Rojas. 1 2 3 4 5
    - E. The waitress who gave the hungry sailor a glass of milk and cookies in "The Glass of Milk" by Rojas. 1 2 3 4 5

BEST COPY AVAILABLE

APPENDIX D

COURSE OUTLINE 1991-1992

COURSE OUTLINE 1991-1992
English 12 - Semester I

FIRST NINE WEEKS

1. Aug. 26-30	Introduction and Orientation Student profile inventories Writing sample Introduction of Journals and Portfolios Creative Introductory Speeches
2. Sept. 2-6	Monday - Labor Day Holiday Introduce theme/The Community of the Self Historical Introduction - Anglo-Saxon Period Begin Beowulf Distribute first outside reading novels Journal and Portfolio entries
3. Sept. 9-13	Continue Beowulf Plan, rehearse, present role plays of major Beowulf scenes Write Kennings Journal and portfolio entries
4. Sept. 16-20	Historical Introduction, Medieval Period Introduction to Canterbury Tales and Chaucer Prologue to Canterbury Tales Wife of Bath's Prologue and tale Homework reading assignments are to be expected
5. Sept. 23-27	Pardoner's Tale Mahabharata - Epic of India (Introduction-background on India) Writing Assignment Orientation for peer response groups Formal paper due Monday, Sept. 30 Introduce the theme, The Community of Values
6. Sept. 30-Oct. 4 (Implementation of Multicultural Project)	Present background - Renaissance Introduce Shakespeare, his Theater and Macbeth Assign scenes for Reader's Theater Read Acts I and II (Homework assignments are to be expected)
7. Oct. 7-11	Read and discuss Macbeth acts III, IV, V (Expect Homework) Establish background for the trial simulation for Macbeth
8. Oct. 14-18 (4-day week)	Trial simulation for Macbeth and Lady Macbeth Composition on values relating to play Macbeth Excerpts from Cervantes's Don Quixote Partnership stories selected from a multicultural perspective Friday - University of Florida Homecoming
9. Oct. 21-25	Selected poems for a multicultural look at the theme Lessing's "A Mild Attack of Locusts" (relates to Things Fall Apart by Chinua Achebe) Friday - Pupil Holiday/Teacher workday

10. Oct. 28-Nov. 1 (Oct. 29 - End of first nine weeks)	Informal Panel Discussion (Review of works and themes) Collaborative book reports Journal and portfolio entries Formal paper due from a Portfolio selection Response Groups using 5-card format
SECOND NINE WEEKS	
11. Nov. 4-8	Introduce new theme, Community and Society Distribute second outside reading novels for partnerships Background on Seventeenth Century "Vanity Fair" from Bunyan's Pilgrim's Progress Donne's Meditation 17 Selected poems for Community and Society
12. Nov. 11-15 (4-day week)	Monday - Veteran's Day Holiday Exploration of the theme through poems selected from a multicultural stance (Ballads, Sonnets, Lyrics) Selections from the Bhagavad-Gita Journal and Portfolio entries Composition relevant to the individual in society
13. Nov. 18-22	Small group stories (Multicultural outlook; reciprocal peer-questioning procedures) Portfolio Composition Formal Portfolio paper Peer response groups
14. Nov. 25-29 (3-day week)	Introduce the theme, the Community of Faith: Man's Quest for Purpose, Direction, Immortality. Excerpts from various scriptural texts Views of Paradise (Text p. 458) Journal and Portfolio entries Thursday and Friday - Thanksgiving Holidays
15. Dec. 2-6	Exploration of theme through series of appropriate poems Small groups for poetry interpretation (study guide) Small group reports
16. Dec. 9-13	"The Rime of the Ancient Mariner" by Coleridge Large group discussion Mandala Project Multicultural panel of invited guests Journal and Portfolio entries Formal paper
17. Dec. 16-20	(Final week of formal implementation) Final activities for formal Multicultural implementation Introduction of George Eliot and Silas Marner Excerpts and Video of Silas Marner with viewing guide Large group discussion of themes Administration of final Survey instrument

December 23 - January 3 - Winter Holidays

18. Jan. 6-10 — Partnership reports on outside reading novels, Kaffir Boy and Chronicle of a Death Foretold
Mac Lab Writing Workshop

19. Jan. 13-17 — Complete Mac Lab Workshop
Multicultural movie appropriate to the semester themes
Friday, January 17 - end of Semester I

January 20 - Monday, Martin Luther King, Jr.'s Birthday holiday
January 21 - Tuesday, Pupil Holiday/Teacher workday
January 22 - Wednesday, Begin Semester II

Semester II

THIRD NINE WEEKS

1. Jan. 22-24 (3-day week) — Introduce theme, The Community of Knowledge and Power
Distribute novels for partnerships:
Siddhartha by Hesse; choice: 1984 by Orwell or Lord of the Flies by Golding
Introduce Senior Project
Select topics for Senior Project

2. Jan. 27-31 — Preliminary bibliography
Note Cards: 100 note cards due Friday, Feb. 28
Media Center: Bibliography cards and note cards

3. Feb. 3-7 — Introduce theme, the Community of Love and Family
Background to Victorian Period
Begin Victorian Valentine Project (Due Monday, Feb. 10)
Introduce Charles Dickens and David Copperfield
Journal entries
Work on note cards on your own.

4. Feb. 10-14 — Video - David Copperfield
Valentines due Monday, Feb. 10

5. Feb. 17-21 (4-day week) — Monday - George Washington's Birthday (Holiday)
Continue theme of love and family with multicultural stories
Selections for partnership from Decapitated Chicken and Other Stories by Quiroga, "My Oedipus Complex" by O'Connor, "My Parents" by Anclrod, "Panchatantra" (Indian fable), "None of this is Fair" by Rodriquez, and "The Jay" by Kawabata Yasunari, " Changing Views of Women" (Text p. 904). Journal Entries

6. Feb. 24-28 — Continue theme through poems: "My Last Duchess" by Browning, "On My First Son" by Ben Johnson, "The Passionate Shepherd to His Love" by Marlowe, "The Nymph's Reply" by Lovelace, " Song" by Donne, "When You are Old" by Yeats, "Afton Water" by Burns, "How Do I Love Thee?" by E. Browning, and "Silent Noon" by D. Rossetti
Due Friday, Feb. 28, 100 note cards
Large Group Discussion - Love and Family
Research Workshop (Come after school if you want help)

7. Mar. 2-6 — Senior Research Project Outline, Thesis, In-Text Notes, Works Cited Page, Rough Draft. Complete Rough Draft due Mar. 13
Research workshop after school. Journal entries

8. Mar. 9-13 — Continue theme of Knowledge and Power through essays, stories, and poems representing multicultural views: Kindergarten" by Anclrod, "Dead Men's Path" by Achebe, "Power of Books" by Bloom, "To a Mouse" and "To a Louse" by Burns
Due Friday, March 13 - Complete Rough Draft (Neatly done)
Response groups for Rough Drafts (workshop after school)

9. Mar. 16-20 — Continue Response Groups if necessary
Complete discussions of poems, essays, stories
Large Group Discussion of theme Knowledge and Power
Friday - Early Bird Special (Extra credit for Research Paper)

10. Mar 23-25/27 — Monday, March 23 - Research Paper due - On Time (Late after today. The grade drops a letter grade for each day late)
Friday, March 27 - Last day papers can be submitted for a passing grade (See teacher in advance if problems arise)
Novel partnership activity (Prepare to discuss your novel)
Journal Entry
Portfolio paper

Wednesday, March 25 ends third nine weeks.
Note: Be sure to keep a copy of your research paper to prepare your project and oral presentation.

(During the spring, students will help plan and participate in a multicultural folk tale festival)

FOURTH NINE WEEKS

1. Mar. 26-27 — Explain outside reading offer for extra credit

March 30 - April 3 SPRING BREAK 1992

2. Apr. 6-10 — Introduce theme, the Community of Art and Imagination
Background: "The Romantic Age" and "The Modern Period"
Discuss theme in English and global stories: "House Taken Over" by Cortazar, "The Garden Forking Paths" by Borges, and excerpts from Midnight's Children by Rushdie
Journal and Portfolio entries

3. Apr. 13-17 — Discuss theme through English and global poems
English poets: Wordsworth, Byron, Shelly, Keats, C. Rossetti (sonnets) Hopkins, Housman, Yeats, Thomas, Larking
Global poets: Paz, Lorca, Naipaul
Japanese poetry: Choka, Tonka, Haiku
Journal and Portfolio entries

4. Apr. 20-24 — Global poets
Journal and Portfolio entries
Selection of a portfolio work to publish

5.	Apr. 27-May 1	Introduce theme, Community: Present and Future Historical Background, Contemporary Period "Sonatina" by Davis Poems by Neruda "On His Having Arrived at Age 23" by Milton Chinese selections (folder) Carpe Diem selections Review ideas from 1984 by Orwell and Siddhartha by Hesse
6.	May 4-8	Begin Senior Project Presentations Panel of Evaluation (Plan 3 per day)
7.	May 11-15	Continue Senior Project Presentations
8.	May 18-22	Complete Senior Project Presentations Mac Lab Workshop for final portfolio paper
9.	May 25-29	Monday - Memorial Day Holiday Final Exam Review
10.	June 1-5	Final Exams June 1, Last day for Seniors